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1922/23

Sul Ross State Normal College Bulletin

VOL. III JUNE, 1922 No. 2

Third Annual Catalogue

and Announcements

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SESSION OF

1922-1923

Published Quarterly by the Sul Ross State Normal College, Alpine, Texas

Entered as second-class matter March 12, 1920, at Alpine, Texas, Under Act of August 24, 1912

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Teaching is a science, and those who desire to teach successfully must embrace the advantages of modern progress.

LAWRENCE SULLIVAN ROSS,
In a message to the Texas Legislature, January 13, 1891.

CONTENTS.

	PAGE
Calendar	4
State Board of Regents of the Normal Colleges	5
Administrative Officers	5
Faculty and Officers	6
Standing Committees	8
General Information	9
Curricula	23
Courses of Study	28
The Training School	69
The Summer Quarter and the Summer Normal	70
Text-books	71
Roster of Students	76

CALENDAR

1922-1923

1922:

September 25, Monday—First faculty meeting, 10 a. m., Room 222.
September 25, Monday—Registration for fall quarter begins, 2 p. m.
September 27, Wednesday—Fall quarter classes begin.
September 27, Wednesday—First assembly in auditorium, 10:15 a. m.
September 29, Friday—Entrance examinations.
November 11, Saturday—Armistice Day (a holiday).
November 30, Thursday—Thanksgiving (a holiday).
December 22, Friday — Fall quarter closes at noon.

1923:

January 2, Tuesday—Winter quarter classes begin.
February 22, Thursday—Washington's Birthday (a holiday).
March 17, Saturday—Last day of winter quarter.
March 20, Tuesday—First day of spring quarter.
March ———Trans-Pecos Athletic Meet.
April 21, Saturday—San Jacinto Day (a holiday).
May ———College entrance examinations administered by the State Department of Education.
May 27, Sunday—Baccalaureate Sermon.
May 30, Wednesday—Memorial Day (enough time is taken from the classwork to attend the program by the American Legion).
May 31, Thursday—Closing exercises of Training School.
June 1, Friday—Last day of spring quarter.
June 1, Friday—Graduation exercises for students receiving high school diplomas.
June 2, Saturday—Commencement exercises.
June 6, Wednesday—Registration for summer quarter.
June 7, Thursday—Summer quarter classes begin.
July 4, Wednesday—Independence Day (a holiday).
August 25, Saturday—Last day of summer quarter.

STATE BOARD OF REGENTS OF THE NORMAL COLLEGES

Hon. M. O. Flowers, *President*	Lockhart
Hon. M. C. Parrish	Athens
Hon. A. B. Watkins	Athens
Hon. R. J. Eckhardt	Taylor
Hon. J. J. Bennett	Stephenville
Miss Margie Neal	Carthage
Hon. H. A. Turner, *Secretary*	Austin

ADMINISTRATIVE OFFICERS

R. L. Marquis, A. B., B. S., M. S.	President
Anna D. Linn	Secretary-Registrar
P. M. Penrod, B. C. S.	Auditor
Zona Peek, B. A.	Librarian

FACULTY AND OFFICERS

ROBERT LINCOLN MARQUIS, A. B,. B. S., M. S., *President.*

A. B., Texas Christian University; B. S., University of Texas; M. S., University of Chicago. Biology in John Tarleton College, Stephenville, Texas; Sam Houston Normal Institute, Huntsville; West Texas State Normal College, Canyon; North Texas State Normal College, Denton.

ANNE AYNESWORTH' B. A., M. A., *Professor of English.*

B. A. University of Texas; M. A., University of Texas. Teacher in Round Rock and Cameron, Texas, public schools; Principal of Mooreville, Texas, public schools; English in University of Texas and University of Chicago; Business Manager and Director, Woman's Building, University of Texas; Acting Dean of Women, University of Texas.

IRMA LEE BATEY, B. A., *Associate Professor of Music.*

B. A. and Certificate in Voice, David Lipscomb College, Nashville, Tenn. Violin, David Lipscomb College; Music, Woodbury, Tenn., high school.

GRACE BEDELL, A. B., *Associate Professor of Home Economics.*

A. B., University of Kansas; Certificate in Home Economics, State Manual Training Normal School, Pittsburg, Kansas. Home Economics in Yates Center, Kansas, high school; in Washington State Normal School, Ellensburg. Washington; in University of Colorado, Boulder, Colorado; in Austin, Texas, high school; in Trinity University, Waxahachie, Texas.

CLEMMA BILLINGSLEY, *Instructor in Education and Critic Teacher.*

L. I. Peabody College, Nashville, Tenn. Primary teacher in Amarillo and Canadian, Texas, city schools; critic teacher in West Texas State Normal College, Canyon, Texas.

ROSE SHARP BREWER, B. A., *Associate Professor in English.*

A. B., Daniel Baker College, Brownwood, Texas; B. A., University of Texas. English in San Angelo and Galveston, Texas, high schools.

ALICE ELIZABETH COWAN, B. A., M. A., *Associate Professor of Foreign Languages.*

B. A., University of Texas; M. A., Columbia University. Latin in Carthage, Texas, high school; Latin in University of Texas; Latin and English in Trinity University, Waxahachie, Texas.

MARY STATHER ELLIOTT, B. A., *Professor of Foreign Languages.*

B. A.. University of Texas. Teacher in Mary Keener Institute. Mexico City, Mexico; Spanish in San Antonio high schools; Romance Languages, University of Texas. Extensive travel and residence in Mexico and along the border.

HAZEL FLOYD, B. A., *Critic Teacher.*

Certificate and B. A., North Texas State Normal College, Denton, Texas.

THOMAS GREEN HARRIS, B. A., M. A., *Professor of Mathematics.*

B. A. and M. A., Carson-Newman College. Mathematics in church and private chartered institutions; principal, Houston and Dallas high schools; superintendent, Dallas and Austin city schools; president, Southwest Texas Normal School; president, San Marcos Baptist Academy; chairman Texas State Board of Examiners; owner, editor and publisher, Texas School Journal; conductor of many summer normals; chairman, Summer Normal Board of Examiners.

*ELISHA LANE HENDERSON, B. A., *Professor of History and Economics.*

B. A., University of Texas; Certificate in Athletics, Y. M. C. A. College, Chicago. Principal of Miami, Texas, high school; superintendent of Post and Hale Center, Texas, city schools; critic teacher, West Texas State Normal College, Canyon, Texas.

*Absent on leave, 1922-1923.

M. L. HOPSON, A. B., *Associate Professor of Physical Education for Men.*

A. B., Simmons College, Abilene, Texas. Graduate of special school of calisthenics and of school of fire, and boxing, wrestling, basket ball, and football in U. S. Army; instructor in field gunnery, U. S. Army; principal of Alpine, Texas, high school.

LINDA LANCASTER, B. A., *Associate Professor of Physical Education for Women.*

B. A., University of Texas. Teacher in Lockhart, Texas, public schools; Physical Education and Economics, University of Texas.

BEATRICE MATTHAEI, B. S., *Associate Professor of Drawing.*

B. S., College of Industrial Arts, Denton, Texas. Art in San Antonio, Texas, high school.

MRS. TOMMIS MONTFORT, B. A., *Critic Teacher.*

Diploma and B. A., West Texas State Normal College, Canyon, Texas.

ZONA PEEK. B. A. *Librarian.*

B. A., Piedmont College, Demorest, Ga., Graduate Library Training School, Atlanta, Ga. Librarian, Piedmont College Library; Assistant, University of Texas Library.

PERDIE MELVIN PENROD, B. C. S., *Auditor and Instructor of Commerce.*

B. C. S., Bowling Green Business University, Bowling Green, Kentucky. Teacher in rural and village schools; commercial courses in Weatherford and Gainesville, Texas, high schools; commerce in North Texas State Normal College, Denton, Texas. Stenographer, bookkeeper, auditor, and special auditor in various commercial firms.

*VICTOR JAMES SMITH, *Professor of Manual Arts.*

Manual Training in Cuero and San Angelo, Texas, high schools; instructor in shop division, School Automobile Mechanics, Camp Mabry, Austin, Texas; Manual Training and principal in junior high school, San Angelo, Texas. Trade experience in carpentry, steam engineering, and as a millwright.

WILLIAM ALONZO STIGLER, B. A., M. A., *Professor of Education and Director of Training School.*

Diploma, North Texas State Normal College, Denton, Texas; B. A. and M. A., University of Texas. Principal of rural school; history in Canadian high school; ward principal in Corpus Christi city schools; superintendent of Pampa City, Texas, schools; English in North Texas State Normal College, Summer Session; superintendent of Canadian, Texas, city schools.

RICHARD ARTHUR STUDHALTER, B. A., M. A., *Professor of Biology and Agriculture.*

B. A., University of Texas; M. A., Washington University (Missouri Botanical Garden.) Botany, Kansas State Agricultural College and Montana Agricultural Experiment Station; in field and research positions, United States Department of Agriculture, in part, in co-operation with Pennsylvania Chestnut Tree Blight Commission and the Texas State Department of Agriculture; laboratory work in Medical Corps, U. S. Navy.

GRACE VANDIVER, A. B., *Associate Professor of Reading.*

A. B., University of Oklahoma; Diploma in Expression, Oklahoma Woman's College; student of dramatic art, American Academy of Dramatic Art. Critic work and public speaking, Oklahoma State Normal; public speaking, Oklahoma State University Preparatory School.

FRED GRAVES WALKER, B. A., M. S., *Professor of Physics and Chemistry.*

B. A., University of Texas; M. S., University of Chicago. Principal of rural schools; Mathematics, John Tarleton College, Stephenville, Texas; principal, Mission, Texas, high school; chemistry, San Antonio, Texas, high school; chemistry, Southwest Texas Normal College, San Marcos, Texas.

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*Absent on leave, 1922-1923.

STANDING COMMITTEES

Annual: Miss Brewer, Mr. Henderson, Miss Matthæi.

Athletics: Miss Lancaster, Mr. Henderson, Mr. Smith.

Boarding Places: Mr. Walker, Miss Linn.

Catalogue and Schedule: Mr. Studhalter, Miss Aynesworth.

Certificates and Diplomas: Mr. Henderson.

Classification: Miss Linn, Miss Cowan.

Enrollment: Miss Cowan, Mr. Henderson.

Entrance Examinations: Mr. Harris, Mr. Studhalter.

Grounds: Mr. Smith, Miss Matthæi, Miss Lancaster.

Loan Fund and Student Employment: Mr. Smith, Miss Aynesworth, Miss Lancaster.

Public Programs: Miss Vandiver, Mr. Stigler, Mr. Smith.

Social: Miss Aynesworth, Miss Elliott, Miss Floyd.

Teacher Employment: Mr. Stigler, Miss Billingsley.

GENERAL INFORMATION

HISTORICAL

The Sul Ross Normal College was established at Alpine by an act of the Thirty-fifth Legislature of the State of Texas, and the act was approved by the Governor on April 4, 1917. At the Third Called Session of the Thirty-fifth Legislature, the construction of the college was postponed until February, 1919, and the contract for the building was let on March 29, 1919. The Sul Ross Normal College formally opened its doors to students for the summer quarter of 1920 on June 14, and for the first session of the Summer Normal on June 19, 1920.

It is fitting that the College should be named in honor of Lawrence Sullivan Ross, a Texas pioneer and Indian fighter, who held the office of Governor of Texas from 1887 to 1891, and who, on retiring from this office, became president of the Agricultural and Mechanical College of Texas, which position he held until his death in 1898.

PURPOSE

The primary purpose of a normal college is the training of teachers. The machinery of the Sul Ross Normal College has been organized for this fundamental purpose, and the courses of study offered to students are calculated to give the scholarship and professional training essential for efficient teaching. Students may, however, by attending this institution, make any or all of the college admission requirements and, in addition thereto, may obtain two years of college work.

LOCATION

The Sul Ross Normal College is located in the city of Alpine, on the Southern Pacific Railroad, at its junction with the Kansas City, Mexico & Orient, in what is known as the Big Bend country. The school site is 4500 feet above sea level, and the climate is delightful. The summers are cool and invigorating, the winters mild. It is a land of blue skies and perpetual sunshine. The town of Alpine is surrounded by rugged mountains, which are threaded by picturesque canyons. The scenery is splendid; the atmosphere is exhilarating. There is no more healthful spot in Texas.

EQUIPMENT

Buildings and Campus

At present the building equipment consists of a main building, President's residence, pumping plant, and caretaker's cottage.

The first three are of brick and reinforced concrete, trimmed in white stone. They are very attractive and in excellent condition, as they were erected in 1920. The main building is heated with steam and is fitted with a hot water supply, gas, electricity, and modern sewage connections. The pumping plant is equipped with an electrically driven pump which is capable of delivering 30,000 gallons of water per day from a well 165 feet deep. This well has practically an inexhaustible supply of pure water. Two standpipes on the hill back of the College insure a constant pressure for domestic use and fire protection.

Many permanent improvements have been made,including the enlargement of the library; extension of walks, curbs, and pavements; a playground for the training school; and additional provision for athletics.

The College grounds consist of a tract of 100 acres within the city limits of Alpine. The natural elevation of the campus affords a remarkable view of the valley and an unexcelled mountain skyline in the distance. Aside from the usual equipment for academic work, the following special departments are provided for:

Biology and Agriculture

The equipment of these departments consists of a spacious laboratory, storeroom and office, gas and electrical connections, and all of the apparatus and materials necessary for carrying out demonstrations and experimental work along the lines of general biology, human physiology, bacteriology, plant physiology, plant taxonomy, and agriculture. A herbarium, a biological museum, and an outdoor aquarium have been started. The surrounding country is ideal for field trips. Gardens, orchards, poultry farms, and dairies are available near the campus for classwork in agriculture.

Chemistry and Physics

This department is equipped with two large laboratories, a classroom, and an office. The laboratories are provided with gas from a gasoline gas machine, and distilled water is furnished from a block tim still and reservoir. The apparatus and laboratory furniture are sufficient for the presentation of any courses that are offered in either normal school or college work.

Commerce

Two rooms are assigned to this department. One of these is equipped for instruction in typewriting and the other for bookkeeping, accounting, shorthand, etc.

Drawing

A well lighted laboratory is provided for the work in primary art and public school drawing. The equipment is sufficient to provide instruction in water colors, charcoal, crayon work, black-

board sketching, design, stenciling, freehand drawing, and allied subjects. Equipment is also provided for elementary handwork.

Home Economics

Home Economics has a completely equipped cooking laboratory, dining room, sewing room, fitting room, storerooms, and classrooms for textiles and design. This department also has equipment for a cafeteria which may be utilized for serving meals to students at cost.

Manual Arts

On the first floor the Manual Arts department has a completely fitted woodworking shop as well as freehand and mechanical drawing rooms. The power machines are a patternmaker's lathe, band saw, circular variety saw, jointer, grinding machine, and hollow chisel mortising and boring machine. The machine shop has power driven engine lathes, milling machine, grinder, drill press, speed lathe, forge, and the usual bench, soldering, and pipe-fitting tools.

Music

The department of Music occupies a pleasant room on the third floor of the main building. Its more important equipment consists at present of four pianos, a set of orchestra instruments, and two Victrolas.

Physical Education

The indoor equipment consists of a gymnasium for men and a gymnasium for women. Each is adequately furnished with showers, and with such hand apparatus as is needed at the present time. Tennis courts and basketball courts are located on the campus. The athletic field for football, baseball, and track is located only a short distance from the edge of the campus.

LIBRARY

The library now has about 2,700 volumes, exclusive of text books and pamphlets. It receives regularly sixty-five of the leading magazines, and three daily newspapers. Books are being added in rapid succession as the demands upon the library increase.

The aim of the library is to supplement the work of the classroom. With this in view, the books have been selected with the greatest of care, in order to meet the immediate needs of the several instructors. Books are allowed to circulate among students and faculty, with only such restrictions as are necessary for the common interest of all.

The library is housed in two large rooms, which are connected by a double door. The general reference books and bound periodicals are shelved in the main study room, where the users of the

library can help themselves. The reserve books are also placed on shelves where the students have ready access to them.

A brief course of instruction is offered on the use of the library. This is planned to give students a general idea of the scheme of classification, method of cataloging,and arrangement of books on the shelves; also to aid in the economic use of reference books.

BOARD AND ROOM

Board and room may be obtained in Alpine at prices varying from $28 to $35 per month. Young women are generally expected to furnish linens and covers, and young men are frequently expected to do likewise. A list of rooming and boarding houses may be obtained from the Registrar.

FEES

No tuition is charged, but students are required to pay a fee of $15 when they enroll. There are special fees for private lessons in Music and Reading, and a fee of $1 for each diploma issued. No fee of any other kind is charged by the College.

The students have voted a Student Activities fee of $6, which entitles the student holder to admission to all athletic contests and to a large number of musical, dramatic, and motion picture programs.

EX-STUDENTS' LOAN FUND

The Ex-Students' Loan Fund, which has recently been incorporated, is steadily increasing. Students desiring to borrow money for a part of their school expenses may obtain application blanks and an explanation of all requirements from Miss Anne Aynesworth.

STUDENT EMPLOYMENT

Many opportunities present themselves for student employment, and many students are earning part or all of their expenses at the Sul Ross State Normal College. Students desiring employment should refer to Miss Anne Aynesworth.

TEXTBOOKS

Textbooks in all of the regular courses are furnished free of charge by the College. Summer Normal students should bring their own textbooks, except those which have been adopted by the State.

CHURCHES

All the leading religious denominations maintain organizations in Alpine. The church people arrange special programs, entertainments, and outings for the benefit of the students and fac-

ulty. The leading Sunday schools have young people's classes which are composed very largely of students. In fact, all of the organizations of the churches welcome both faculty and students of the College. The religious and moral influences in Alpine are positive and wholesome.

ATHLETIC ASSOCIATION

The Sul Ross Athletic Association is an organization created for the purpose of promoting all athletic activities of the College; students and the members of the faculty constitute its membership. The executive power is vested in the Council, which is made up of representatives from the Association.

Decided progress has been made in athletics, due to the new equipment and sporting facilities. A basket ball court, two tennis courts, four handball courts, a rifle range, and the College Park for baseball, track, and football have been added to last year's equipment and have made it possible for the College to participate in more athletic events. Class games in baseball, volley ball, and basket ball are scheduled for the benefit of the large number of students; the winning teams are given class numerals. Awards of College Letters are made upon the basis of participation in athletic contests and the point system (for women).

The Athletic Association works upon one principle only—that of maintaining and supporting the highest standard in athletics and of securing the interest of all students.

THE TRANS-PECOS ATHLETIC MEET

The Sul Ross Normal College believes that there should be the closest possible affiliation in all school activities between it and the public schools in this section of the State in order that all may work together in solving the educational problems which are peculiar to this section. The College also believes that many problems may be settled upon the athletic fields; therefore, it is holding an annual athletic meet to which all the schools in the Trans-Pecos region are invited to send representatives. The meet is to be held prior to the District Meets held by the University Interscholastic League.

It is desired that every school in Southwest Texas be represented, and to this end the College offers a silver loving cup to the team winning the meet, and individual bronze medals to the winner in each event.

An excellent athletic field, large enough to expedite the meet in every way possible has been provided. Special features of the field are a straight 220-yard track and a large grandstand.

THE BIG BEND LITERARY SOCIETY

The Big Bend Literary Society is an association among the young men of the College for the purpose of fostering and devel-

oping the arts of debating, declaiming, and extempore speaking. Through this organization will be chosen the contestants to enter the Inter-Normal debates and inter-collegiate declamation and oratorical contests.

SACHEM LITERARY SOCIETY

The college girls' literary society, the Sachems, studied this year a selected group of grand operas. The programs included the lives of the composers, sketches of the great singers asociated with the operas, the history, sources of material, stories of the operas, and musical selections.

THE STEVENSONIAN LITERARY SOCIETY

The Stevensonian Literary Society admits to membership all girls enrolled in First and Second Year classes. Each term the society undertakes some definite and profitable course of study. During the winter quarter of 1921-22, for instance, the members studied the art of story-telling, and learned to tell Norse, Scottish, and Irish folk and fairy tales; during the spring quarter, they devoted their attention to modern one-act plays. In fact, the Stevensonians try to live up to their motto: "When we look into the future and see the good there is for each one of us to do, we realize after all what a beautiful thing it is to work, and to live, and be happy."

MUSIC

The place of music in education and in life is now recognized by school authorities as of first importance. The study of school music is a preparation for a larger and finer life, and must be treated in a broad, comprehensive, serious, and thorough way. Sul Ross offers organized courses of instruction of collegiate thoroughness, in every way trying to prepare its students to meet the ever increasing demand upon the teachers of music in our schools. In addition to public school music, courses in harmony, history of music, and music appreciation, as well as individual instruction in piano, violin, and voice, are offered. We propose to build a school of music that will serve the growing music needs and demands of this section of the State.

TREBLE CLEF CLUB

This is the girls' glee club of the College, and it proposes to promote greater interest in all musical activities among the students. The annual spring concert is always a happy occasion. Social features are included.

BOYS' GLEE CLUB

Although this is a comparatively new organization, it is ever

growing in numbers and enthusiasm. These young men have had little experience, but—

"The Soul of music slumbers in the shell,
Till waked and kindled by the Master's spell;
And feeling hearts—touch them but lightly—pour
A thousand melodies unheard before!"—(Rogers).

SUL ROSS CHORAL CLUB

This organization is a combination of the Treble Clef Club and the Boys' Glee Club. Its purpose is to participate in a community festival during each school year.

ORCHESTRA

The widespread interest in orchestral music, an interest that is constantly growing, shows the importance of this organization in the College. It is to be hoped that students who play orchestral instruments will promptly take advantage of the opportunities to be derived from this work.

MASK AND SLIPPER DRAMATIC CLUB

The Mask and Slipper Dramatic Club is open to all regularly enrolled college students taking work in the Department of Reading.

DIVISION OF WORK

In addition to the Training School, which includes the kindergarten department, the following divisions are maintained:

1. The Normal School, two years.
2. The Normal College, four years.

The six classes or divisions are designated as follows:

In the Normal School:

1. The First Year Class.
2. The Second Year Class.

In the Normal College:

3. The Freshman Class.
4. The Sophomore Class.
5. The Junior Class. } Junior and Senior work not offered
6. The Senior Class. } in Sul Ross State Normal College.

CURRICULUMS

The curriculums are organized to prepare teachers for:

1. Kindergarten and Primary grades.
2. Intermediate grades.
3. High School grades.
4. Rural schools.
5. Special subjects, including music, art, reading, and public speaking, physical education, manual training, home economics, commercial branches, etc.

ADMISSION REQUIREMENTS

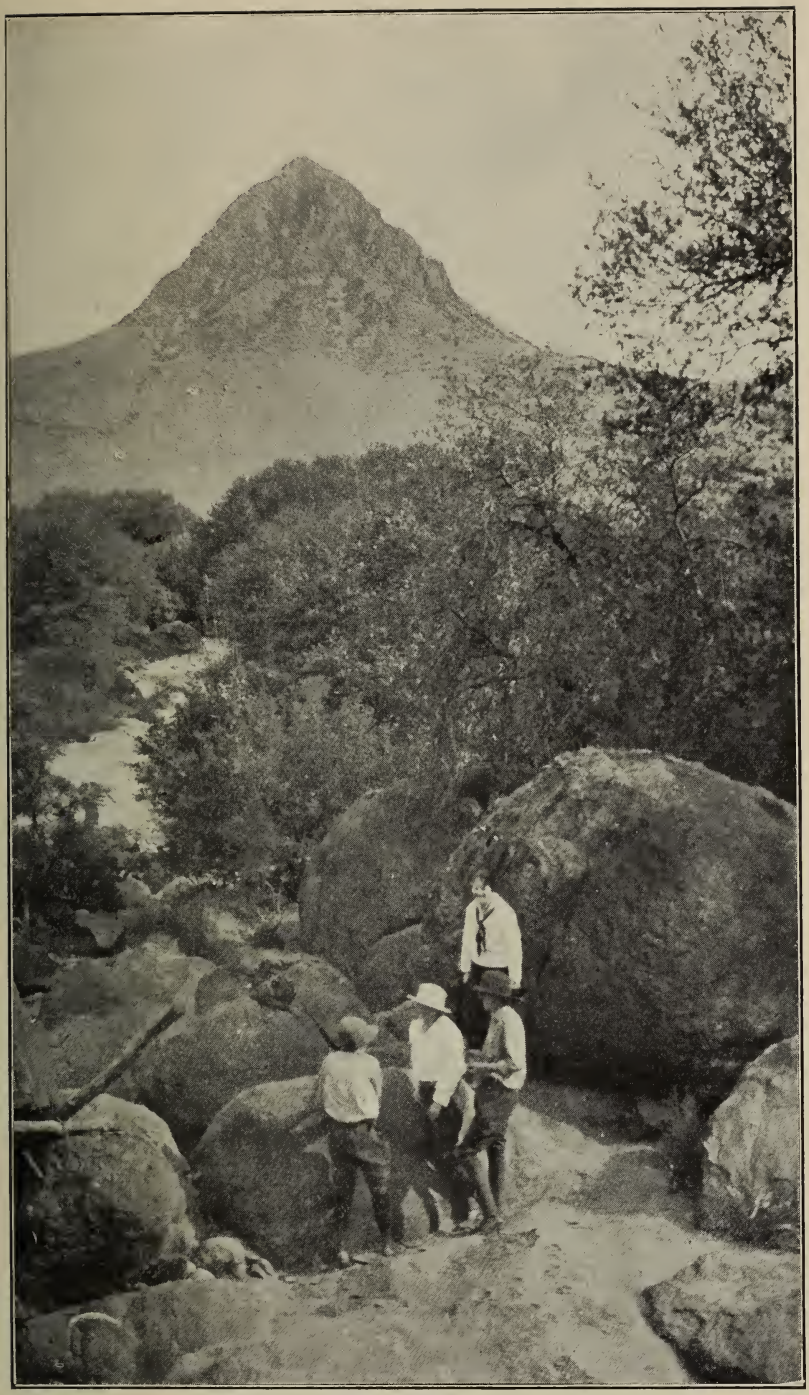
1. *Uniform Requirements:* The requirements for admission are uniform for Texas State Normal Colleges.

2. *Units:* All claims for admission are reduced to high school units or equivalents.

3. *Credentials:* Promotion cards and transcripts of work must be signed by proper authorities. Incomplete work is not accepted for admission.

4. *Accredited High Schools:* High schools inspected and approved by the State Department of Education are listed in the annual directory issued by that department. Units offered for admission must be found accredited in the directory of even date.

5. *Surplus Credits:* A graduate of an accredited high school who presents more than the required fifteen units, may receive college credit for the surplus only in case he secures advanced standing in a particular subject and successfully continues that subject in the Normal College.



MITRE PEAK FROM FERN CANYON, ABOUT 15 MILES FROM ALPINE.

NORMAL SCHOOL CLASSES

6. *First Year Normal School Class:* Students who present credentials showing that they have completed the ninth grade of a classified high school are admitted to the First Year class. The minimum requirements are: Algebra, 1 or 2; English, 2; History, 1 or 2; electives sufficient to make 7.

A teacher's certificate for the second grade, or an elementary certificate of the second class, admits the holder to the First Year Normal School class.

Applicants who do not present credentials may absolve admission requirements by examination.

7. *Second Year Normal School Class:* Students who present credentials showing that they have completed the tenth grade of a classified high school are admitted to the Second Year class. The minimum requirements are: Algebra, 2; Geometry, ½ or 1; History, 2; English, 2; electives sufficient to make 11.

A teacher's certificate of the first grade, or a high school certificate of the second class, admits the holder to the Second Year Normal School class.

Applicants who do not present credentials may absolve admission requirements by examination.

College Courses

8. *Freshman Class:* Graduates of high schools who present 15 affiliated units may be admitted to the Freshman class. The 15 units presented must include English, 3; History, 2; Algebra, 2; Geometry, 1; electives sufficient to make 15.

9. *Age:* Any person who is sixteen years of age on or before January 1 of the school year may enter a State Normal College at the beginning of the fall term or at any time during the school year.

10. *Admission by Examination:* Applicants for college admission who do not present credentials from accredited high schools may absolve the requirements by examination. Applicants thus attempting to absolve their admission requirement may be conditionally admitted to the Freshman class on thirteen units, but the remaining two units must be absolved within two years.

Subjects for examination may be chosen from the following list:

Agriculture, ½ or 1
Advanced Arithmetic, ½
Ancient History, 1
Algebra, 2
American History, ½ to 1
Animal Production, 1 to 1½
Botany, 1
Bookkeeping, 1
Biology, 1
Chemistry, 1
Commercial Arithmetic, ½
Commercial Geography, ½

General Science, 1
Hygiene and Home Nursing, ½
Latin, 2 to 4
Mechanical Drawing, ½ to 4
Modern History, 1
Music, 1 to 4
Physics, 1
Plane Geometry, 1
Physiography, ½
Physiology and Hygiene, ½ to 1
Plant Production, 1 to 1½
Public Speaking, ½ to 1
Civics, ½ to 1
Commercial Law, ½
Design, ½ to 1
Domestic Art, ½ to 2
Domestic Science, ½ to 2
English, 2 to 4
Economics, ½
English History, ½ to 1
French, 2 to 4
German, 2 to 4
Psychology, ½
Spanish, 2 to 4
Solid Geometry, ½
School Management, ½
Sociology, ½
Stenography and Typewriting, 1 to 2
Shop Work, ½ to 2
Trigonometry, ½
Typewriting, ½
Zoology, 1

11. *Evaluation of Teachers' Certificates:* An application for admission to the Freshman class may absolve eight and one-half (8½) units of his admission by the presentation of a first grade certificate, or a high school certificate of the second class. In like manner he may absolve twelve and one-half (12½) units by the presentation of a permanent certificate.

12. *Time of Examinations:* Examinations are held in May and September. The May examination is administered by the State Department of Education. Additional examinations may be arranged if found desirable.

13. *Admission of Mature Students:* Persons twenty-one years of age or over who are not graduates of standard high schools may, at the discretion of the President of the Normal College, be admitted without examination to any of the classes below the Sophomore. In the enforcement of this regulation, especial consideration will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some practical line. Students admitted in this manner will, upon the completion of the work of the Freshman year in English, history, mathematics, and science with a grade of "C," be given credit for full admission in these subjects. Other admission unit may be absolved in like manner. *In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.*

14. *Time Limit for Removal of Admission Conditions:* Students must absolve entrance requirements within two college years, else college credits may be counted for admission units;

and students may complete Freshman work before taking up junior or senior courses.

15. *Credits from Other Institutions:* Credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the Freshman year in one Normal College are admitted to the Sophomore year in any State Normal College in Texas, and similarly to other classes; provided that of the forty-five term-hours required for a certificate, at least fifteen must be made in the Normal College that issues the certificate, and provided, also, that of the entire ninety term-hours required for Sophomore diploma, thirty-six term-hours of the Sophomore year must be done in the Normal College that issues the diploma.

CERTIFICATES

Normal School

16. *Age:* To be eligible to secure a certificate of any class, an applicant must be at least eighteen years of age at the time of certification.

17. *First Year:* On completion of the work of the First Year class, the student is awarded an elementary certificate of the first class, valid for two years.

18. *Second Year:* On completion of the work of the Second Year class, the student is awarded an elementary certificate of the first class, valid for three years.

Note: An elementary certificate of the first class shall be valid only in elementary schools, grades one to seven, inclusive; provided, that the holder of an elementary certificate based upon the completion of two years of college work in a Texas State Normal College, or in any university, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, may contract to teach in unclassified high schools, and in high schools of the third class.

College

19. *Freshman:* On completion of the work of the Freshman class, the student is awarded an elementary certificate of the first class, valid for four years; or a high school certificate of the first class, valid for two years, depending upon the course pursued.

Note: "A two year high school certificate of the first class is valid in grades one to seven, inclusive, and in third class high schools or unclassified high schools."

20. *Sophomore:* On completion of the work of the Sophomore class, the student is awarded a permanent elementary certificate; or a high school certificate of the first class, valid for four years, depending upon the course pursued.

Note: "A high school certificate of the first class valid for four years is valid in any elementary grade or in any high school."

21. *Junior:* On completion of the work of the Junior class, the student is awarded a high school certificate of the first class, valid for six years. (Junior work not offered in Sul Ross State Normal College.)

22. *Senior:* On completion of the work of the Senior class, the student is awarded a permanent high school certificate. (Senior work not offered in Sul Ross State Normal College.)

23. *Issuance of Certificates:* All certificates are issued by the State Department of Education and signed by the State Superintendent of Public Instruction.

24. *Building:* Certificates granted by the State Normal Colleges may be "built upon" for higher certificates by the applicant's making the required average on the additional subjects.

25. A Freshman college student who has been required to make by class work three or more term-hours in the Second Year Normal School class to satisfy entrance requirements and who has not completed his Freshman work may receive a Second Year Normal School certificate, provided that he has satisfied the residence requirements of one term and has made at least fifteen term-hours' credit in the Normal College issuing the certificate, and further provided that he has a total of at least forty-five term-hours in the Second Year Normal and Freshman college years combined. A student who has received a Second Year certificate in this way shall be entitled to receive a Freshman college certificate as soon as he has fulfilled the requirements of the Freshman year.

The same regulations shall apply to Second Year Normal School students who have been required to make by class work three or more term-hours in the First Year Normal School to satisfy entrance requirements to the Second Year Normal School class.

A student who fails in one or more subjects of any year may not receive the certificate of the next lower year unless he has sufficient credits made in class in the next lower year which have not been previously used to secure a certificate to make a total of forty-five term-hours in the two years combined.

A student who presents from any institution, ranked by the State Department of Education as a college of the first class, thirty term-hours or more of credit which has not been used previously to secure a certificate may receive a Freshman Normal College certificate by attending a Texas State Normal College one

term, making at least fifteen term-hours' credit, and fulfilling all requirements for the Freshman year for the Normal College attended.

DEFINITION OF TERMS

26. *Term Hour:* This is the unit of credit. It is defined as one recitation per week (or its equivalent) for one term of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

Each college course has a value of nine term-hours unless otherwise specified.

For the First Year and Second Year classes in the Normal School division, four recitations per week, requiring a total weekly preparation of five hours, for a period of twelve weeks, are equivalent to three term-hours.

27. *Majors and Minors:* A major consists of a minimum of thirty-six term-hours or a maximum of forty-eight term-hours; provided, however, that the maximum hours for a major do not apply to the kindergarten-primary group or the vocational groups under the Smith-Hughes Law. A minor may consist of a minimum of eighteen term-hours or a maximum of thirty-six term-hours. Education is a required major of thirty-six term-hours or a required minor of twenty-seven term-hours.

28. *The Term's Work:* The work of a term is fifteen term-hours, exclusive of the regular assignment in physical education.

29. *Advanced Courses:* A course counts as advanced if it is open only to students who have had two courses (18 term-hours) in the same subject (except in economics, sociology, government, and psychology, where one previous course is sufficient).

DIPLOMAS AND DEGREES

30. *High School Diploma:* Upon the completion of the Second Year of the Normal school, with sixteen units, the student is awarded a high school diploma.

31. *College Diplomas:* Upon the completion of the Sophomore, Junior or Senior years, students are awarded appropriate diplomas.

32. *Minimum Requirements for Diploma:*

15 units for admission to the college.
18 term-hours in Education.
9 to 18 term-hours in English.
1 major of eighteen term-hours.
Other college subjects to make 90 term-hours.

Note: *A residence of three terms is required for a diploma or a degree.*

33. *Degrees:* There are two degrees, The Bachelor of Arts and the Bachelor of Science. (Not offered in Sul Ross State Normal College.)

34. *Degree Requirements:* Each candidate for a degree must elect one major, a first minor of twenty-four to twenty-seven term-hours, and a second minor of eighteen term-hours. The candidate for any degree must present eighteen term-hours of English, nine term-hours of social science, nine term-hours of laboratory science, and not less than thirty-six nor more than forty-five term-hours of Education, provided, that a candidate for a degree, who is not an applicant for a state permanent high school certificate may present twenty-seven term-hours in education. The candidate for the B. A. degree must include in his course at least nine term-hours in mathematics, twenty-seven term-hours in foreign language, or eighteen term-hours if credit in language has been submitted as part of the regular college admission requirements.

A minimum of forty-five term-hours of advanced work (junior or senior) is to be required for a degree from a Texas Normal College.

CURRICULA

FIRST YEAR

Required Courses

Drawing 10	Elementary Drawing
Education 10	How to Study
English 10, 11, 12	English Grammar and Composition
History 10, 11	History of the United States
History 12	American Civics
Mathematics 10, 11	Elementary Algebra
Mathematics 14	Arithmetic
Music 10	Public School Music for First Year Students
Physical Education	

Electives (nine term-hours):

Commerce 10	Elementary Bookkeeping
Commerce 11, 12	Bookkeeping and Accounting
Latin 10, 11, 12	Cæsar's "Gallic War"
Latin 30A, 31A, 32A	Beginner's Latin
Physics 10	Mechanics and Heat
Physics 11	Electricity and Magnetism
Physics 12	Sound and Light
Reading 10, 11, 12	Technique of Beginning Reading
Spanish 10, 11, 12	Beginner's Spanish

Note.—Students who present one entrance credit in American History from an accredited high school should substitute for the history requirement nine additional term-hours from the electives.

SECOND YEAR

Required Courses

Education 20	Elementary Psychology
Education 21	The Teaching Process
Education 22	Rural School Problems
English 20, 21, 22	English Literature
History 20, 21, 22	English History
Mathematics 20, 21, 22	Plane Geometry
Physical Education	

Electives (nine term-hours):

Chemistry 20, 21, 22	Elementary Chemistry
Commerce 20, 21, 22	Stenography
Drawing 20, 21, 22	Elementary Drawing
Home Economics 20, 21, 22	Elementary Clothing and Textiles
Latin 20, 21, 22	Cicero
Manual Arts 20	Mechanical Drawing for Second Year Students
Manual Arts 22	House Planning
Manual Arts 25	Benchwork and Woodturning
Manual Arts 27	Carpentry and Framing
Music 20	Public School Music for Second Year Students
Reading 20, 21, 22	Speech Arts
Spanish 20, 21, 22	Second Year Spanish

Note.—Students who present two entrance credits in history from an accredited high school may substitute for the history requirement nine additional term-hours from the electives.

FRESHMAN AND SOPHOMORE YEARS

The work of the Freshmen and Sophomore years has been grouped in four curricula, based upon the various plans of the students. Those desiring to teach in the primary or intermediate grades should choose the corresponding curriculum; those electing the high school or special courses curriculum should choose a major subject and arrange their course of study in consultation with the head of the department in which the major work is to be done.

CURRICULUM I—PRIMARY GRADES

For prospective teachers in the primary grades.

FRESHMAN YEAR

Education 30	Psychology
Education 31	The Psychology of Pedagogy
Education 32	Classroom Management and Observation
Education P-33, 34, 35	Primary Education
English 30, 31, 32	Composition and Rhetoric
Biology 34	Human Physiology
Biology 35	Hygiene and Sanitation
Biology 36	Human Diseases
Drawing 30, 32	Practical Drawing
Drawing 31	Art History

Physical Education (during first two years of attendance).

SOPHOMORE YEAR

Two of the following:

Education 40	Child Study
Education 41	Principles of Teaching
Education 42	History of Modern Education
Education 45, 46, or 47	Practice Teaching (one quarter)
English 40, 41, 42	English Literature
Music 30, 31, 32	Public School Music
First Elective	Nine term-hours in Group 2
Second Elective	Nine term-hours

Physical Education (during first two years of attendance).

CURRICULUM II—INTERMEDIATE GRADES

For prospective teachers in the intermediate grades.

FRESHMAN YEAR

Education 30	Psychology
Education 31	The Psychology of Pedagogy
Education 32	Classroom Management and Observation
Education I-33, 34, 35	Education in the Intermediate Grades
English 30, 31, 32	Composition and Rhetoric
Biology 34	Human Physiology
Biology 35	Hygiene and Sanitation
Biology 36	Human Diseases
Drawing 30, 32	Practical Drawing
Drawing 31	Art History

Physical Education (during first two years of attendance).

SOPHOMORE YEAR

Two of the following:
- Education 40 ..... Child Study
- Education 41 ..... Principles of Teaching
- Education 42 ..... History of Modern Education

Education 45, 46, or 47 ..... Practice Teaching (one quarter)
English 40, 41, 42 ..... English Literature
Music 30, 31, 32 ..... Public School Music
First Elective ..... Nine term-hours
Second Elective ..... Nine term-hours

Physical Education (during first two years of attendance).

CURRICULUM III—HIGH SCHOOL

For prospective teachers of subjects related to biology, chemistry, education, English, foreign languages, history and economics, mathematics, and physics in the high schools; and for those desiring general training in the above subjects.

FRESHMAN YEAR

Education 30 ..... Psychology
Education 31 ..... The Psychology of Pedagogy
Education 32 ..... Classroom Management and Observation
English 30, 31, 32 ..... Composition and Rhetoric
First Elective ..... Nine term-hours in Group 1
Second Elective ..... Nine term-hours in Group 2
Third Elective ..... Nine term-hours

Physical Education (during first two years of attendance).

SOPHOMORE YEAR

Two of the following:
- Education 40 ..... Child Study
- Education 41 ..... Principles of Teaching
- Education 42 ..... History of Modern Education

Education 45, 46, or 47 ..... Practice Teaching (one quarter)
English 40, 41, 42 ..... English Literature
First Elective ..... Nine term-hours in Group 1 or 2
Second Elective ..... Nine term-hours in Group 2
Third Elective ..... Nine term-hours

Physical Education (during first two years of attendance).

CURRICULUM IV—SPECIAL COURSES

For prospective teachers of agriculture, commerce, drawing, home economics, manual arts, music, physical education, and reading in the high schools; and for those who desire special training in the above subjects.

FRESHMAN YEAR

Education 30	Psychology
Education 31	The Psychology of Pedagogy
Education 32	Classroom Management and Observation
English 30, 31, 32	Composition and Rhetoric
First Elective	Nine term-hours in Group 3
Second Elective	Nine term-hours in Group 1 or 2
Third Elective	Nine term-hours

Physical Education (during first two years of attendance).

SOPHOMORE YEAR

Two of the following:

Education 40	Child Study
Education 41	Principles of Teaching
Education 42	History of Modern Education
Education 45, 46, or 47	Practice Teaching (one quarter)
English 40, 41, 42	English Literature
First Elective	Nine term-hours in Group 3
Second Elective	Nine term-hours in Group 1 or 2
Third Elective	Nine term-hours

Physical Education (during first two years of attendance).

College Electives

Electives in the curricula for the Freshman and Sophomore years have been arranged in the following groups:

Group 1	Group 2	Group 3
Biology	Education	Agriculture
Chemistry	English	Commerce
Mathematics	French	Drawing
Physics	History and Economics	Home Economics
	Latin	Manual Arts
	Spanish	Music
		Physical Education
		Reading

COURSES OF STUDY

Courses numbered from 10 to 19 are First Year courses; those numbered from 20 to 29 are, as a rule, open only to Second Year students. All courses numbered from 10 to 29 are offered in the Normal School division and are not of college rank. Classes in each of these courses are met four times per week, and each course carries nine term-hours credit for the year.

Courses numbered from 30 to 39 are Freshman courses, but they are also open to students of Sophomore rank with full credit; those numbered from 40 to 49 are open only to those students who have had the necessary prerequisites. All courses numbered from 30 to 49 are in the Normal College division, and are of college rank. Unless otherwise stated, classes in this division meet three times per week, and each course carries nine term- hours credit for the year.

DEPARTMENT OF AGRICULTURE

MR. STUDHALTER

Agriculture 30f—Plant Diseases. 3 term-hours.

A study is made of the more common typical diseases of the orchard, home garden, and ornamental plants. Emphasis is placed upon life histories and the various methods of control. Several field trips are taken for study and collection, and typical forms are studied in the laboratory. Two lectures or recitations and three hours in the laboratory or field. (Not offered in 1922-1923.)

Agriculture 31w—Soils and Soil Organisms. 3 term-hours.

The major subjects treated in this course are as follows: origin, properties, and composition of soils; soils as media for plant growth; soil moisture and dry-farming; irrigation and the prevention of washing; fertilizers and soil fertility; the microörganism of the soil in their manifold activities. Two lectures or recitations and three hours in the laboratory or field. (Not offered in 1922-1923.)

Agriculture 32s—Elementary Horticulture. 3 term-hours.

Emphasis is placed on the propagation, planting, cultivation, care, and harvesting of the orchard and garden crops. Orchards and gardens are available, near the college, for demonstration and use. Two lectures or recitations and three hours in the orchard, garden, or laboratory. (Not offered in 1922-1923.)

Agriculture 34f—Insect Pests. 3 term-hours.

A study is made of the more common and typical insects of the orchard, of the home garden, and of ornamental plants. Emphasis is placed upon the life histories, habits, and the various meth-

ods of control. Several field trips are taken for study and collection, and typical forms are studied in the laboratory. Two lectures or recitations and three hours in the laboratory or field.

Agriculture 35w—Dairying and Milk Production. 3 term-hours.

The subject is considered mainly from the point of view of the home production of milk. Some of the topics studied are the care, management, feeding, and diseases of the milk cow; and the sanitary handling of milk and its products. The laboratory work consists largely of a study of milk. Two lectures or recitations and three hours in the laboratory.

Agriculture 36s—Poultry. 3 term-hours.

Breeds of poultry, housing, feeding, incubation, brooding, diseases, and culling of flocks are the major features of the work of this quarter. Poultry ranches near the college are available for demonstration and for class use. Two lectures or recitations and three hours in the laboratory or poultry yard.

DEPARTMENT OF BIOLOGY

MR. STUDHALTER

The courses in biology are designed primarily to meet the needs of four classes of students. (1) Those desiring a year's work in biology for general information, or in order to satisfy the elective requirement in Group 1, should register for Biology 30, 31, 32. (2) Those who intend to teach in the primary, or intermediate grades, and have registered in the corresponding curriculum, are required to study Biology 34, 35, 36. (3) Students majoring in home economics or physical education will find Biology 34, 35, 36 of special advantage in their work. And (4) those desiring a major in biology in preparation for the teaching of biology, botany zoology, physiology, hygiene, or sanitation in the high schools are advised to elect Biology 30, 31, 32 during their Freshman year; and Biology 34, 35, 36 and either 40, 41, 42 or 44, 45, 46 during their Sophomore year.

Biology 30, 31, 32—Biological Principles, 12 term-hours.

This course is prerequisite to all courses in this department numbered between 40 and 49. The fundamental principles underlying both plant and animal life are studied. During the fall quarter the major topics considered are morphology and physiology of the cell; cell division; cell aggregation and division of labor; and morphology of the higher plants. The work of the winter quarter consists of the physiology of the higher plants; morphology of the higher animals; and a review of the animal groups from the Protozoa to the mammals. During the spring quarter a study is made of the plant groups from the algæ to the seed plants; of taxonomy; ecology; and biological evolution. Three recitations or lectures and three hours in the laboratory.

Biology 34f—Human Physiology, 4 term-hours.

A study is made of the functions of the vairous organs of the human body. Only enough anatomy is considered to make those functions easily understood. Three recitations or lectures and three hours in the laboratory.

Biology 35w—Hygiene and Sanitation, 4 term-hours.

The principles underlying the conservation of health are illustrated through a study of personal hygiene and cleanliness, and the sanitation of homes and schools and their surroundings. The laboratory work consists largely of a study of some of the physical and chemical properties and the impurities of air, water, milk, and other foods, and of experiments in sterilizing. Three recitations or lectures, and three hours in the laboratory.

Biology 36s—Human Diseases. 4 term-hours.

The causes, prevention, and control of the various types of human diseases are discussed. Emphasis is placed upon the bacte-

rial and Protozoan diseases. The laboratory work consists largely of bacteriological methods and a study of the bacterial content of air, water, milk, and other foods. Three recitations or lectures and three hours in the laboratory. Prerequisite: Biology 35.

Biology 40' 41, 42—Plant Physiology. 9 term-hours.

Various physiological processes of plants, such as absorption, transpiration, growth, nutrition, responses to stimuli, and reproduction are considered. The laboratory work consists largely in experimental studies on these phases of physiology. (Alternate by years with Biology 44, 45, 46.) Two lectures or recitations and three hours in the laboratory. Prerequisites: Biology 30, 31, 32; students having completed Biology 34, 35, 36 may, with the consent of the head of the department, register for Biology 30, 31, 32 and Biology 40, 41, 42 at the same time.

Biology 44f—Educational Biology. 3 term-hours.

A study is made of those fundamental laws and facts of biology which bear on education, such as the meaning and causes of variation; the laws of heredity; the relative importance of heredity and environment; eugenics; and biological evolution. Two lectures or recitations and three hours in the laboratory. Prerequisites: Biology 30, 31, 32. (Not offered in 1922-1923.)

Biology 45w—Advanced Human Physiology. 3 term-hours.

The work of this quarter consists of certain selected topics from the field of human physiology which are more advanced than those considered in Biology 30, 31, 32, or 34. Two lectures or recitations and three hours in the laboratory. Prerequisites: Biology 30, 31, 32. (Not offered in 1922-1923.)

Biology 46s—Taxonomy of the Seed Plants. 3 term-hours.

The principles of the classification of the seed-bearing plants, together with field and herbarium studies, constitute the work in this course. One lecture and six hours in the herbarium or field. Prerequisites: Biology 30, 31, 32. (Not offered in 1922-1923.)

DEPARTMENT OF CHEMISTRY

MR. WALKER

Chemistry 20, 21, 22—Elementary Chemistry. 9 term-hours.

This course is designed for the presentation of a model high school course in chemistry. An effort is made to relate the subject to the daily needs and interests of the student and to show him the industrial importance of chemistry in the development of a nation. This course is designed to meet the needs of students who are taking up the study of home economics or agriculture, as well as those who mean to specialize in physical science. Students who intend to teach physical science in a high school should take this course. Two lectures or recitations and four hours in the laboratory.

Chemistry 30, 31 f w—General Chemistry. 8 term-hours.

These units are intended to give the student a thorough training in the fundamentals of general chemistry. Practical applications and methods of teaching of the subject, however, are kept in mind. Two lectures and six hours in the laboratory.

Chemistry 32f—Qualitative Analysis. 3 term-hours.

The lectures of this unit deal with the chemistry of analytical reactions. Special attention is given to the development and application of the laws of chemical equilibrium and solutions. One lecture and six hours in the laboratory. Prerequisites: Chemistry 30, 31.

Chemistry 33s—Practical Chemistry. 4 term-hours.

This course deals with the application of chemistry to the problems of the household, garden, shop, and municipality. It also makes a study of a few industrial problems, such as photography, sanitation, fuels, cleaning, bleaching, dyeing, electro-plating, insecticides, fungicides, and fertilizers. Two lectures and six hours in the laboratory. Prerequisites: Chemistry 30, 31.

Chemistry 40, 41 f w—Elementary Organic Chemistry. 6 term-hours.

The aim of these two units is to present the ground-work of organic chemistry. Students who specialize in biology or home economics will need these courses to prepare them for advanced work. The aliphatic series is presented in some detail, and some work is done with the more important aromatic compounds. Two lectures and three hours in the laboratory. Prerequisites: Chemistry 30, 31, 32.

Chemistry 42s—Food Chemistry. 3 term-hours.

This unit is designed for the home economics students, but is also of general interest. A study of fats, carbohydrates, and proteins is made in some detail. Two lectures and three hours in the laboratory. Prerequisites: Chemistry 40, 41.

A TYPICAL MOUNTAIN SCENE IN BREWSTER COUNTY. EGG SHELL MOUNTAIN.

DEPARTMENT OF COMMERCE

MR. PENROD

The courses in this department are intended to prepare teachers to take charge of commercial department in the various high schools.

Commerce 10f—Elementary Bookkeeping. 3 term-hours.

A study is made of the principles of double entry bookkeeping, including sales book, cash book, purchases book, journal and ledger. The laboratory covers two months' business. One recitation and six hours in the laboratory.

Commerce 11 w—Bookkeeping and Accounting. 3 term-hours.

A study is made of commercial paper, endorsements, notes receivable, notes payable, equipment and fixtures account, the balance sheet, and profit and loss statement. The laboratory work covers one and one half month's work. One recitation and six hours in the laboratory. Prerequisite: Commerce 10.

Commerce 12s—Bookkeeping and Accounting. 3 term-hours.

A study is made of real estate, interest, revenue, and capital and investment accounts. The six-column cash book is used in this course, and a study is made of the auxiliary books, and special profit and loss accounts. Partnership bookkeeping is introduced in this unit. One recitation and six hours in the laboratory. Prerequisites: Commerce 10, 11.

Commerce 20f—Stenography. 3 term-hours.

A study is made of the word signs and phrases. The unit covers lessons 1 to 15 inclusive, in the Gregg Manual, and lessons 1 to 15, inclusive, in typewriting manual. Three recitations and three hours in the laboratory.

Commerce 21w—Stenography. 3 term-hours.

The Gregg manual is completed and the shorthand plates transcribed on the typewriter. Typewriting is continued to lesson 30 in the typewriting manual. Prerequisite: Commerce 20. Three recitations and three hours in the laboratory.

Commerce 22s—Stenography. 3 term-hours.

The shorthand manual is reviewed and Progressive Exercises studied. The work in typewriting consists of a continuation of the work in typewriting chart to lesson 50. Dictation, and transcription from shorthand notes constitute the last third of this unit. Three recitations and three hours in the laboratory. Prerequisites: Commerce 20, 21.

Commerce 30A, 31A, 32A—Beginners' Stenography for College Students. 9 term-hours.

The work of Commerce 30A includes the first half of the Gregg Manual and the first half of the typewriting manual. Unit 31A covers the last half of the Gregg manual and the last half of the typewriting manual. The work of Commerce 32A consists of the dictation and transcription of shorthand notes. Two recitations and two hours in the laboratory.

Commerce 30f—Advanced Stenography. 3 term-hours.

The work of this unit consists of a general review of the shorthand manual. The organization of commercial departments in high schools is considered. Two recitations and two hours in the laboratory. Prerequisites: Commerce 20, 21, 22; or 30A, 31A, 32A.

Commerce 31w—Advanced Stenography. 3 term-hours.

Transcription of matter taken from dictation and business letters is emphasized in this unit. Lectures and demonstrations of mechanical features of the typewriter are given. Two recitations and two hours in the laboratory. Prerequisite: Commerce 30.

Commerce 32s—Office Training for Stenographers. 3 term-hours.

Office practice is given in this unit, consisting of business letter writing, copying, indexing, and filing. Two recitations and two hours in the laboratory. Prerequisites: Commerce 30, 31.

Commerce 34f—Mercantile Bookkeeping. 3 term-hours.

A study is made of the shipment of goods, consignments, and commission. The opening and closing of mercantile books are emphasized. One recitation and six hours in the laboratory.

Commerce 35w—Corporation Bookkeeping. 3 term-hours.

Corporation bookkeeping is studied and records are made for a fiscal period. A study is here made of the corporation, how created, how dissolved, stockholders, and stocks. One recitation and six hours in the laboratory.

Commerce 36s—Corporation Accounting. 3 term-hours.

A study is here made of the merchant, and distinction is made between merchant and manufacturer; of machinery accounts, reserve, and depreciation of equipment; of the Cash Journal, General Ledger and Sales Ledger. One recitation and six hours in the laboratory. Prerequisite: Commerce 35.

DEPARTMENT OF DRAWING

MISS MATTHAEI

The purpose of the Department of Drawing is to give the students an appreciation and a knowledge of the beautiful in art and to prepare them to become teachers of drawing and art.

Drawing 10w—Elementary Drawing. 3 term-hours.

The work of this unit consists of design, color, lettering, freehand perspective, still life, and picture study. Special methods are studied by those who wish to teach in the primary and intermediate grades. Two recitations and four hours in the laboratory.

Drawing 20f—Elementary Drawing. 3 term-hours.

Design, lettering, and posters constitute the material for this unit. Two recitations and four hours in the laboratory.

Drawing 21w—Elementary Drawing. 3 term-hours.

Drawing 21 is a continuation of Drawing 20 and consists of more advanced work. In addition to the study of design, lettering, and posters, object drawing, flowers, fruits, and construction are studied. Two recitations and four hours in the laboratory.

Drawing 22s—Elementary Drawing. 3 term-hours.

This unit constitutes more advanced work than Drawing 21, covering same general subjects, with the addition of flowers and illustrating. Two recitations and four hours in the laboratory.

Drawing30f—Practical Drawing. 3 term-hours.

The practice and theory of pure and applied design, color, lettering, construction, and plant life are studied during this quarter. One recitation and six hours in the laboratory.

Drawing 31w—Art History. 3 term-hours.

A brief but comprehensive history of art is presented, covering all of the great periods from the Egyptian, through the Grecian Period and the Italian Renaissance, to the present day. Two recitations and four hours in the laboratory.

Drawing 32s—Practical Drawing. 3 term-hours.

This is a continuation of Drawing 30, with emphasis on design, construction, figure or life drawing, and landscape. Two recitations and four hours in the laboratory.

Drawing 40f—Illustration. 3 term-hours.

Advanced applied design, illustrating, life drawing and construction constitute the material for this unit. One recitation and six hours in the laboratory. Prerequisite: Sophomore standing.

Drawing 41w—Advanced Illustration and Design. 3 term-hours.

This unit is a continuation of Drawing 40. In addition perspective and freehand drawing and still life drawing are studied. Prerequisite: Drawing 40. One recitation and six hours in the laboratory.

Drawing 42s—Art Appreciation. 3 term-hours.

This unit is a general course in drawing and art appreciation. Prerequisite: Sophomore standing.

DEPARTMENT OF EDUCATION

MR. STIGLER, MISS BILLINGSLEY, MISS FLOYD, MRS. MONTFORT

Education 10f—How to Study. 3 term-hours.

The purpose of this unit is to improve the study habit of the students. Right methods of study are discussed in order that the members of the class may become self-critical of their habits of thinking, reasoning, and memorizing. Application is made of these principles in the subject matter and study periods which compose the student's daily program. Some acquaintance is given with the use of library facilities.

Education 20f—Elementary Psychology. 3 term-hours.

This unit is designed to give a treatment of the science of human nature. The student is led to seek for and understand the causes of human action, and the causes, consequences, and significance of the processes of the human mind. The major topics studied are as follows: racial and individual development, the relation of the mind and body, inherited tendencies, feeling and emotion, attention, habit, memory, thinking, individual differences, and a pre-view of the work of applied psychology.

Education 21w.—The Teaching Process. 3 term-hours.

This unit aims to show the relation existing between school activities and the fundamental principles of mental development. Foundation principles of education are applied to the problems of the elementary school. Especial attention is given to method of teaching the common branches and to classroom management.

Education 22s—Rural School Problems. 3 term-hours.

This unit is designed to give a definite knowledge of rural school problems and suggestions for meeting them. Especial attention is given to modern organization and method in rural schools, and to the work of articulating the activities of the school with the life of the community. Some attention is given to administration and supervision.

Education 30f—Psychology. 3 term-hours.

This unit consists of a brief study of the nervous system as a physiological basis for the understanding of mental behavior, and a more detailed treatment of such primary mental phenomena as sensation, attention, perception, memory, association, reasoning, and feeling. Some laboratory experiments are performed.

Education 31w—The Psychology of Pedagogy. 3 term-hours.

This unit is designed to give an understanding of the principles underlying teaching as a process of controlling adjustments. The following are the chief topics considered: the aim in education, the various types of lessons, the art of questioning, social phases of the recitation, project teaching, physical and moral phases of

training, lesson plans, the teacher's relation to the school system, and educational tests and measurements.

Education 32s—Classroom Management and Observation. 3 term-hours.

The principles of teaching developed in educational psychology are emphasized and practical application of these principles is made in classroom exercises. Routine factors of classroom management are mastered; apprentice work in teaching is given. Through observation work in the Training School a basis is developed for judging the technique of classroom management.

Education P-33f—Primary Education. 3term-hours.

This unit consists of a study of the reading process in the light of the principles of psychology and child growth. Problems pertaining to lesson plans, selection of subject matter, study of textbooks, and the State course of study are features of this unit. Demonstration and observation are made in the Training School.

Education P-34w.—Primary Education. 3 term-hours.

Oral and written language content, language methods, and games constitute the basis of this course. Stories are studied, classified, adapted, and language texts are examined. Demonstration and observation are made in the Training School.

Education P-35s—Primary Education. 3 term-hours.

Number work suitable for primary grades, types of occupation which lend themselves to the application of number, the development of number sense through plays and games constitute the chief work of this unit. Demonstration lessons in problem and project methods are given. The State course of study and primary number texts are examined.

Education I-33f—Education in the Intermediate Grades. 3 term-hours.

In this unit the dominant characteristics of the preadolescent and early adolescent periods are made fundamental. Methods of instruction, significance of group activities, and management of pupils are studied. Observation and demonstration are made in the Training School.

Education I-34w—Education in the Intermediate Grades. 3 term-hours.

The principles underlying curricula making, the planning of unit lessons, the study of the problem and project methods, and the socialized recitation are fundamentals of this unit. The State course of study and history and arithmetic texts are examined. Observation and demonstration are made in the Training School.

Education 1-35s—Education in the Intermediate Grades. 3 term-hours.

The best method for securing rapid and comprehensive silent reading, the efficient use of oral and written English, together with the selection of suitable subject matter, form the nucleus of this unit. Reading and language are studied, and demonstration lessons in reading and language are given.

Education 40f.—Child Study. 3 term-hours.

This unit is designed to meet the needs of those who plan to teach in, or supervise work of, the elementary grades. In it a study is made of those changing phases of psychic life which are peculiar to the period of growth, and have a bearing upon the problems of education. In pursuing this study the life of the child is divided into distinct periods and the characteristics of each period are studied. Prerequisites: Education 30, 31, 32.

Education 41w—Principles of Teaching. 3 term-hours.

This unit gives a systematic study of the principles underlying the process of instruction. The chief topics studied are as follows: Methods of securing and holding attention and of arousing interest, principles of association, teaching how to study, the selecting, organizing, arranging, and enriching of subject matter, and individual differences. Practical applications of the principles studied are made by students in solving problems of teaching. Prerequisites: Education 30, 31, 32.

Education 42s—History of Modern Education. 3 term-hours.

This unit aims to show the changes which have taken place in educational theories, and to trace their connections with social conditions. The influence of Rousseau, and the educational contributions of Locke, Pestalozzi, Herbart, Frœbel, and of present-day educators are studied. Prerequisites: Education 30, 31, 32.

Education 45, 46, 47,—Practice Teaching. 9 term-hours.

Class room teaching under the direction of the Training School supervisors is the essential part of this course. The teaching is supplemented by assigned readings, reports, personal conferences, daily lesson plans, and demonstration lessons. The course is practical in order that the student teacher may acquire skill in applying pedagogical principles to classoom situations. Practice teaching: Five periods per week. Prerequisites: Education 30, 31, 32.

DEPARTMENT OF ENGLISH

MISS AYNESWORTH, MISS BREWER

English 10, 11, 12—English Grammar and Composition. 9 term hours.

The course includes a thorough review of grammar and a comprehensive study of the principles of composition. Suitable classics are studied in connection with the work in grammar and composition, and weekly themes are required in addition to the usual exercises for drill. Frequent conferences bring teacher and pupil together and furnish a means of eliminating individual difficulties. The object of the course is to train the student to use his mother tongue idiomatically in speech and in writing, and to lay a sure foundation for a fuller appreciation of our language and literature. Prerequisite: Two years' work in English in a standard high school, or a satisfactory examination.

English 20, 21, 22—English Literature. 9 term-hours.

This course is primarily a study of specimens of English literature. While a text-book in the history of our literature is used, emphasis is placed on a first-hand study of the literature belonging to the various periods. Themes based on the classics studied are required frequently, and a higher degree of accuracy and fluency than is expected from First Year students is insisted upon. Prerequisites: English 10, 11, 12.

English 30f—Composition and Rhetoric. 3 term-hours.

This unit includes a study of the rhetoric of the whole composition, of the paragraph, and of the sentence; the analysis of selected masterpieces of English prose; and the writing of weekly and class themes. Parallel reading is assigned. Prerequisites: English 20, 21, 22.

English 31w—Composition. 3 term-hours.

The work of this unit is a further study of the principles of composition and of illustrative specimens, with special attention to exposition and argument. There is abundant practice in writing. Prerequisite: English 30.

English 32s.—Composition. 3 term-hours.

This unit comprises a study of the rhetoric of narration and description; analysis of prose masterpieces, chiefly narration and description; written work, parallel reading. Prerequisite: English 30.

English 40f—English Literature. 3 term-hours.

The sequence English 40, 41, 42 deals with the history and development of English literature from the Anglo-Saxon period to the present time. The work includes text-book assignments, the study of representative works of each period, and numerous es-

says. This unit, 40f, covers the period from Cædmon to Shakespeare. Prerequisites: English 30, 31, 32.

English 41w—English Literature. 3 term-hours.

The period covered is that from Shakespeare to Thomson. Prerequisites: The same as for English 40.

English 42s—English Literature. 3 term-hours.

This unit deals with the history and development of literature since the reign of classicism. Prerequisites: The same as for English 40.

English 43f—Advanced English Composition. 3 term-hours.

The course 43, 44, 45 constitutes an elective sequence intended for students who have a good working knowledge of composition, and who desire to do more writing than is afforded by English 30, 31, 32. The work of 43f involves a study of rhetorical principles and their application in certain masterpieces of English prose, but chief stress is laid on the writing of essays. Prerequisites: English 30, 31, 32.

English 44w—Advanced English Composition. 3 term-hours.

Special attention is given to narration. Prerequisites: The same as for English 43.

English 45s—Advanced English Composition. 3 term-hours.

The study and the writing of the short story constitute the greater part of the quarter's work. Prerequisites: The same as for English 43.

DEPARTMENT OF FOREIGN LANGUAGES

MISS ELLIOTT, MISS COWAN

The college admission requirement of three units is represented in Spanish, in French, and in Latin by Courses 30A, 31A, 32A and 30, 31, 32; the college admission requirement of two units is represented by Courses 30A, 31A, 32A and 30f.

Students credited on admission with two units in Spanish, or in French, or in Latin may enter Course 31w in those languages. They may, however, enter Course 30f and, by making a grade of at least B, count that term's credit towards a diploma.

The work in all the foreign language courses is conducted with a view to giving the student a direct approach to the spoken language as well as a knowledge of the life, customs, and literature of the people.

I. SPANISH

Spanish 10, 11, 12—Beginners' Spanish. 9 term-hours.

Text-books and note books, pictures, and objects will serve as a basis for drill in reading, conversation, dictation, and elementary grammar throughout this course.

Spanish 20, 21, 22—Second Year Spanish.—9 term-hours.

This course, a continuation of Spanish 10, 11, 12, comprises composition, oral and written, reading, dictation, and a careful study of verbs, pronouns, and the fundamentals of grammar. Prerequisites: Spanish 10, 11, 12.

Spanish 30a, 31a, 32a—Beginners' College Spanish. 9 term-hours.

Text-books, pictures, and other material are used in this course to introduce the student to a working knowledge of the language. Special attention is given to pronunciation, simple composition, and elementary grammar. Prerequisites: College standing or the consent of the instructor.

Spanish 30, 31, 32—Second Year College Spanish. 9 term-hours

This course includes conversation, composition, reading of selected texts, and a thorough study of the grammar with special emphasis on the uses of pronouns and the subjunctive mood. Prerequisites: Spanish 10, 11, 12 and 20, 21, 22; or Spanish 30A, 31,A 32A.

Spanish 40f.—Third Year College Spanish. 3 term-hours.

This unit consists of the reading of modern Spanish novels and dramas, and of papers and reports in Spanish. Prerequisite: Spanish 30, 31, 32.

Spanish 41w.—Third Year College Spanish. 3 term-hours.

This is a continuation of Spanish 40f and includes also review

with modern Spanish novels, lyrics and dramas. Prerequisites: The same as for Spanish 40.

Spanish 42s.—Third Year College Spanish. 3 term-hours.

The aim of this course is to present to the student a brief outline of Spanish literature, and to make him further acquainted modern Spanish novels, lyrics, and dramas. Prerequisits: The same as for Spanish 40.

Spanish 43s.—Methods and Text-books in Spanish. 3 term-hours.

This is a course designed especially for students who intend to teach Spanish or to take more advanced work later in Spanish. Attention is given to methods of presenting the language and to text-books and grammars studied in high school courses. Reading of selected text and reference books, reports, and composition constitute the basis of the course. Prerequisites: Spanish 30, 31, 32.

II. FRENCH

French 30a, 31a, 32a, Beginners' College French. 9 term-hours.

Text-books, pictures, and other material serve as a basis for reading, conversation, simple composition, and elementary grammar in this course. Prerequisites: College standing or the consent of the instructor.

III. LATIN

Latin 10, 11, 12—Caesar's "Gallic War." 9 term-hours.

Books I-IV are covered with selections from other books, Grammar and prose composition are stessed. Prerequisite: One year of Latin in a standard high school.

Latin 20, 21, 22—Cicero. 9 term-hours.

The work of these courses includes *Orations against Catiline*, I-IV; *Pro-Lege Manilia;* Vergil, Books I-II; and prose composition and syntax. In connection with Vergil's *Aeneid*, a study of mythology, versification, and derivation is made. Prerequisites: Latin 10, 11, 12.

Latin 30a, 31a, 32a—Beginners' Latin, 9 term-hours.

This is a beginners' course conducted by the direct method. It is offered for two groups of students: (1) those desiring to absolve the prerequisites for Latin 10, 11, 12; and (2) college students who desire a general elective; in the latter case it is to be used as a free elective, but may not be used to absolve *all* the language requirements for diplomas. It is of value to students of English, modern language, and science.

Latin 30, 31, 32—Reading Course. 9 term-hours.

In this course a study is made of Cicero's *De Senectute* and *De*

Amicitia; selections from Roman historical literature; Vergil, Books IV-VI; prose composition and syntax. Prerequisites: Latin 10, 11, 12, and 20, 21, 22.

Latin 40, 41, 42—Selected Reading. 9 term-hours.

These units include Books I-XI, or XXI-XXII of Livy; Selected Odes and Epodes of Horace; and *Pro Murena* of Cicero. Prerequisites: Latin 30, 31, 32.

DEPARTMENT OF HISTORY AND ECONOMICS

MR. HENDERSON

I. HISTORY

History 10f—History of the United States. 3 term-hours.

The period covered in History 10 is from 1492 to 1830. History 10 and 11 are equivalent to the course in United States history offered by the standard high schools.

History 11w—History of the United States. 3 term-hours.

The period from 1830 to the present time is covered in this unit.

History 12s—American Civics. 3 term-hours.

This unit aims at training in practical citizenship. Special emphasis is placed upon local institutions and their development in the United States.

History 20f—England from 55 B. C. to 1603 A. D. 3 term-hours.

Special emphasis is placed upon the origin of English institutions and England's relations to the Continent.

History 21w—England in the Seventeenth and Eighteenth Centuries. 3 term-hours.

The struggle against absolute monarchy, the Industrial Revolution, and England's early colonial policy constitute the main subjects of this unit.

History 22s—England in the Nineteenth and Twentieth Centuries. 3 term-hours.

English imperialism is emphasized in this unit, special attention being given to England's attitude toward her imperial possessions and the results of her occupation of foreign lands.

History 30f—Colonization of America. 3 term-hours.

This unit considers the social, economic, and political history of the English, French, and Spanish colonies in North America, and their relations to each other and to the Mother countries to the close of the Revolutionary War.

History 31w—Formation of the American Union. 3 term-hours.

Movements toward political unity and national consciousness are studied. The unit ends with John Quincy Adams' administration.

History 32s—Division and Reunion of the States. 3 term-hours.

Sectional division, reunion of the States, political party organization and government, and the political and economic importance of the United States as a world power constitute the subject matter of this unit.

History 40f—Europe in the Eighteenth Century. 3 term-hours.

A study is made of the periods of French ascendency under Louis XIV and under Napoleon Bonaparte, the rise of Prussia and Russia, the effect of the French Revolution upon European institutions, and the commercial rivalry between nations. Prerequisite: Sophomore standing.

History 41w—Europe in the Eighteenth Century. 3 term-hours.

The overthrow of absolution, rise of the Balkan States, and the imperial policies of the Nations constitute the subject matter of this unit. Prerequisite: Sophomore standing.

History 42s—Europe and the Far East. 3 term-hours.

This unit considers the questions arising out of the scramble of the European Nations for concessions in the Far East. Prerequisite: Sophomore standing.

History 43—The World War. 3 term-hours.

This unit considers the causes, movements, and results of the war. Prerequisite: Sophomore standing.

II. ECONOMICS

Economics 40, 41, 42—Introduction to Economics. 9 term-hours.

General principles of production, distribution, and consumption of wealth; money, credit, and exchange; labor problems and organizations; profit-sharing; and social reforms are studied in this course. Prerequisite: Sophomore standing.

DEPARTMENT OF HOME ECONOMICS

MISS BEDELL

The courses in this department are planned with two purposes in view: (1) to give training in the scientific administration of the home; and (2) to train for teaching. The courses offered are classified under two heads, namely: Foods and Nutrition; and Clothing and Textiles.

I. FOODS AND NUTRITION

These courses comprise a study of food and its relation to the body, to the composition of the body, and to the daily income of nutrients and the output of waste; a study of all food principles; their occurrence, production, transportation, preparation, manufacture, chemical composition, digestibility, nutritive value, cost, and correct methods of combining and cooking.

Materials used in cooking are furnished by the school.

Home Economics 30f—Foods and Nutrition. 3 term-hours.

Training for teachers is emphasized throughout the unit. This unit requires reference and textbook work. One recitation and four hours in the laboratory. Prerequisite or parallel: Chemistry 30.

Home Economics 31w—Foods and Nutrition. 3 term-hours.

This unit is a continuation of Home Economics 30, with reference and textbook work. One recitation and four hours in the laboratory. Prerequisites or parallel: Home Economics 30, Chemistry 30, 31.

Home Economics 32s—Foods and Nutrition. 3 term-hours.

This unit is a continuation of Home Economics 31, with reference and textbook work. One recitation and four hours in the laboratory. Prerequisites or parallel: Home Economics 30, 31; Chemistry 30, 31, 32.

Home Economics 40f—Dietetics and Nutrition. 3 term-hours.

This unit describes the essentials of an adequate diet and the nutritive properties of common food materials. Reference and textbook work are required. Two recitations and two hours in the laboratory. Prerequisites: Home Economics 30, 31, 32; Chemistry 30, 31, 32.

Home Economics 41w—Home Cookery and Table Service. 2 term-hours.

The purpose of this unit is to give opportunity for practice in home cookery, fancy cookery, and the serving of both formal and informal meals. Four hours in the laboratory. Prerequisite: Home Economics 40.

Home Economics 42s—Household Management. 2 term-hours.

The purpose of this unit is to teach students how to put the home on a scientific basis. Two recitations. Prerequisites: Home Economics 40, 41.

II. CLOTHING AND TEXTILES

These courses are made up of laboratory work in sewing and recitation work in textiles. Both are supplemented with demonstrations and reference work. The laboratory work includes both hand and machine sewing, pattern drafting and designing, and the alterations of commercial patterns. An attempt is made to develop the proper sewing habits and correct use of tools, including a mastery of the sewing machine.

Students are required to furnish all materials used for making garments for themselves in sewing classes.

Home Economics 20f—Elementary Clothing and Textiles. 3 term hours.

The laboratory work includes the problems of making a gown, combination suit, bloomers, and repair problems. One recitation and five hours in the laboratory.

Home Economics 21w—Elementary Clothing and Textiles. 3 term-hours.

This unit is a continuation of Home Economics 20. The laboratory work includes the problems of making a bungalow apron, simple wash dress and "middy suit." One recitation and five hours in the laboratory. Prerequisite: Home Economics 20.

Home Economics 22s—Elementary Clothing and Textiles. 3 term-hours.

This unit is a continuation of Home Economics 21. The laboratory work includes the problems of making a tailored dress, blouse, and graduation dress. One recitation and five hours in the laboratory. Prerequisites: Home Economics 20, 21.

Home Economics 34f—Clothing and Textiles. 3 term-hours.

Training for teachers is emphasized throughout the course. The laboratory work includes the drafting of patterns and the alteration of commercial paterns. The problems are the making of a suit of underwear and a simple gingham dress. One recitation and four hours in the laboratory.

Home Economics 35w—Clothing and Textiles. 3 term-hours.

This unit is a continuation of Home Economics 34. The laboratory work includes the problem of making a "middy suit" of cotton or linen material, a wool dress, and a tailored dress. One recitation and four hours in the laboratory. Prerequisite: Home Economics 34.

A PETRIFIED TREE, MORE THAN 30 FEET IN DIAMETER, WITH PILE OF BARK IN THE FOREGROUND, BREWSTER COUNTY, ABOUT 100 MILES SOUTH OF ALPINE.

Home Economics 36s—Clothing and Textiles. 3 term-hours.

This unit is a continuation of Home Economics 35. The laboratory work includes the problems of making a silk dress, a fancy blouse, and a thin dress or made-over garment. One recitation and four hours in the laboratory. Prerequisites: Home Economics 34, 35.

Home Economics 44f—Pattern Design and Sewing. 3 term-hours.

This unit includes the fundamental principles of drafting foundation patterns from which garments are designed and made. One recitation and four hours in the laboratory. Prerequisites: Home Economics 34, 35, 36.

Home Economics 45w—Clothing. 3 term-hours.

The principles studied in unit 44 are carried out in this unit. One recitation and four hours in the laboratory. Prerequisite: Home Economics 44.

Home Economics 46s—Needlecraft. 2 term -hours.

This unit is a study of different types of stitches in conjunction with their most appropriate use in definite problems. Four hours in the laboratory. Prerequisite: Home Economics 45.

DEPARTMENT OF MANUAL ARTS

MR. SMITH *

The Manual Arts courses are planned to prepare teachers for work in the intermediate grades and high schools. In addition to this other students are offered manual arts work as a free elective, and special students will find many of the courses valuable as vocational subjects. Students who major in drawing (art) or domestic science will find several subjects closely allied with their major work, and those who major in manual arts are expected to register for 18 term-hours in this department each college year.

I. MECHANICAL DRAWING

Mechanical Drawing 20f.—Mechanical Drawing for Second Year Students. 3 term-hours.

This unit covers the fundamentals of drawing. Instruction is given in the use of instruments, freehand lettering, geometric constructions, working drawings, tracing, blueprinting, mechanical perspective, intersections, and developments. Special attention is given to the technique of finished work, dimensioning, and drawing conventions. One recitation or lecture and six hours in the drawing room.

Mechanical Drawing 22s. House Planning. 3 term-hours.

This unit is intended to meet the demand for a course which will assist in solving the many problems confronted when planning and building a home. Each student is expected to draw the plans, elevations, details, and perspective of a small cottage. A yard plot is also made. Class discussions are given on the following and on kindred topics: foundations, walls, floors, roof, masonry, plumbing, costs, water supply, outbuildings, sanitation, interior decoration, painting, and wood finishing. This is a course suitable for girls. When time permits, plans are made describing projects of school or community interest. One recitation or lecture and six hours in the drawing room.

Mechanical Drawing 30f.—Furniture Design. 3 term-hours.

This unit deals with the designing of both simple and elaborate furniture. A series of designs suitable for a high school course of study is worked out. The aim of the work is to design artistic furniture which is practically and structurally correct. One lecture or recitation and five hours in the drawing room.

Manual Arts 31s.—Shop Sketching and Lettering. 3 term-hours.

(a) The first half of the unit is spent in sketching from castings, furniture, and building details. Some work is done in memory sketching and in perspective from working drawings.

*Absent on leave for session of 1922-23

(b) This is a more intensive study of lettering than that which is given in the regular mechanical drawing courses. Some poster design is done during the latter part of the quarter. One recitation or lecture and five hours in the drawing room.

Mechanical Drawing 32w.—Machine Drawing. 3 term-hours.

This is an elementary course in machine drawing. It deals with the conventions of machine parts, details, and assembly drawings. Tracing and blueprinting are done and materials are studied. One recitation or lecture and five hours in the laboratory. Prerequisite: Mechanical Drawing 20 or 30.

Mechanical Drawing 40f.—Advanced Machine Drawing. 3 term-hours.

This is a continuation of Mechanical Drawing 32. The inteference of parts, cams, and gears are considered. One recitation or lecture and five hours in the drawing room. Prerequisites: Mechanical Drawing 32 and Sophomore standing.

Mechanical Drawing 41s.—Architectural Drawing. 3 term-hours.

This is a course in architecture dealing with: (a) symbols, conventions, and representations; (b) residence design, including a complete set of plans, elevations, details, and perspective; (c) tracing, blueprinting, and lettering; (d) specifications and costs; and (e) the plans for a school or community building. One recitation or lecture and five hours in the drawing room. Prerequisites: Mechanical Drawing 30 or 32, and Sophomore standing.

II. SHOP WORK

Shop 25w.—Benchwork and Woodturning. 3 term-hours.

This unit deals with the care and use of the common hand tools. Simple problems in joinery are undertaken. A study is also made of such allied subjects as lumber, hardware, and wood finishing. During the latter part of the quarter each student is expected to familiarize himself with the use of the woodturning lathe. One recitation and six hours in the shop.

Shop 27w.—Carpentry and Framing. 3 term-hours.

This course will aid those who have no previous shop work to secure a working knowledge of common tool processes. The problem of introducing manual arts into the rural school with a minimum of equipment is discussed. During the quarter a number of carpentry projects are worked out, and equipment, materials, and courses of study receive some attention. Manual Arts students may elect 25 or 27. One recitation and six hours in the shop.

Shop 33w.—Elementary Machine Shop and General Metalworking. 3 term-hours.

This course is intended to show the possibilities of a subject which should receive more attention than is usually given it in the average high school. A variety of work is done, such as benchwork, soldering, tin work, and plumbing; and the use of the machine lathe, forge, drill press, and grinder is taught. One recitation or lecture and five hours in the shop.

Shop 35, 36fw.—Cabinetmaking. 6 term-hours.

This is a unit which includes projects of furniture making, such as various styles of chairs, tables, etc. The student is instructed in the care, use, and adjustment of the common woodworking machines. Both individual projects and class jobs are undertaken, the latter with special attention to factory methods. The second term introduces projects which involve panelling and drawer construction. One recitation and five hours in the shop.

Shop 37s.—Concrete Construction. 3 term-hours.

This unit deals with the building of forms, and the mixing and casting of concrete. Such projects as sidewalks, flower pots, fence posts, etc., are undertaken. Experiments are conducted in the testing of raw material and the strength of various mixtures. The problem of reinforcing is also considered. Courses of study of various public schools receive attention. One recitation and five hours in the shop. Prerequisite: Shop 25, 27, or 35.

Shop 45s.—Advanced Concrete Construction. 3 term-hours.

This is a continuation of Shop 37. Problems of advanced reinforcement are undertaken and additional experiments made. New processes, such as swept up and cast work, are introduced. Prerequisites: Shop 37, and Sophomore standing. One recitation and five hours in the shop.

Shop 47w—Advanced Machine Shop and Gas Engine. 3 term-hours.

This unit continues Manual Arts 33, and introduces the use of the milling machine and more advanced processes on the other machines. The latter part of the course is devoted to the study of the gasoline engine, with special attention to the automobile. Practical work is done in automobile repair. One recitation and five hours in the shop. Prerequisites: Shop 33, and Sophomore standing.

Manual Arts 49f.—Elementary Handwork and Applied Design. 3 term-hours.

This is a course suitable for manual arts, domestic science and art students. It is intended to prepare for the teaching of in-

dustrial arts in the intermediate grades. The topics studied are the theory of color and design as applied to work in wood, metal, leather, clay, weaving, bookbinding, cardboard construction, basketry, and textiles. One recitation or lecture and five hours in the laboratory. Prerequisites: 9 term-hours in manual arts or drawing (art) or home economics.

III. MANUAL ARTS EDUCATION

Manual Arts 38fw.—Technology of Woodworking. 3 term-hours.

This unit consists of a study of the structure and properties of wood, lumbering, saw milling, forestry, and a consideration of common commercial woods and their distribution. The question of supply, cost, and various economic problems connected with the production of lumber are discussed. One and one-half hours of lecture or recitation per week throughout the fall and winter. This course should parallel Shop 35 and 36 or may be substituted for 35 by students who show entrance credits in cabinetmaking. Mr. Smith and Mr. Studhalter.

Manual Arts 42w.—Organization of Manual Arts. 3 term-hours.

This unit deals with the problems confronting the manual arts teacher in service. Such topics as the course of study, types of schools, equipment, supplies, lesson plans, records, demonstrations, costs, installation of machines, planning new departments, etc., are discussed. Lectures, readings, written reports, and drawings constitute the basis of the course. Prerequisite: 9 term-hours in Manual Arts.

Manual Arts 43f.—Teaching Manual Arts. 3 term-hours.

In this unit methods of teaching are considered, with special reference to the manual arts. Typical lessons are developed in shop and drawing work preparatory to the work to follow in practice teaching. Problems of discipline, teachers' qualifications, and teachers' outside activities receive consideration. A part of the unit deals with the problem of vocational guidance and the general problem of vocational education with special reference to the Smith-Hughes activities. The literature of the industrial arts is discussed during the latter part of this quarter. Reading, oral reports, discussions, lectures, and written work are the methods used. Three recitations. Prerequisite: 9 term-hours in Manual Arts.

Manual Arts 44s.—History of Manual Arts. 3 term-hours.

This unit deals with the history of manual training in our own schools and in foreign countries. A brief review is given the early educational theories and systems. Special attention is given to the modern development of the manual arts, trade, vocational, and technical schools. Present-day problems are also

discussed. Lectures, readings, and reports constitute the course. Three recitations. Prerequisites: 9 term-hours in Manual Arts.

Manual Arts 46fw or s.—Practice Teaching. 3 term-hours.

One quarter of actual practice work is required of all who major in Manual Arts. Two lectures and three practice hours. Prerequisite or parallel: Manual Arts 43.

Mr. Smith and Mr. Stigler.

DEPARTMENT OF MATHEMATICS

MR. HARRIS

Mathematics 10f.—Elementary Algebra. 3 term- hours.

Admission to this course is conditioned on one full year's work in algebra in an approved high school, or a satisfactory examination on the text in use to simple indeterminants, page 205. This course constitutes a review of the elementary principles of algebra as applied in the four fundamental processes, in factoring, in fractions, in simultaneous equations, in square root, in radicals, and in quadratics.

Mathematics 11w.—Elementary Algebra. 3 term-hours.

Admission to this unit is conditioned on the completion of Mathematics 10, or on a satisfactory examination on the work outlined in that course. The work of this unit is a continuation of Mathematics 10, with more advanced work in factoring, fractions, radicals, literal equations, the binomial theorem, ratio and proporation, and arithmetical and geometrical progression. Prerequisite: Mathematics 10.

Mathematics 14s.—Arithmetic. 3 term-hours.

This unit consists of a review of the more important phases of arithmetic, including fractions and the nature and applications of the principles of percentage. Accuracy and rapidity in arithmetical processes are stressed.

Mathematics 20, 21, 22.—Plane Geometry. 9 term-hours.

These units cover all of the five books of plane geometry. Prerequisites: Mathematics 10, 11.

Mathematics 30f.—Plane Trigonometry. 3 term-hours.

A clear understanding of arithmetic, a knowledge of elementary algebra, and an acquaintance with plane geometry are prerequisites to the successful study of this course. It covers the first five chapters of the text.

Mathematics 31w.—Plane Trigonometry. 3 term-hours.

This unit covers chapters 6 to 10, inclusive, of the text. Prerequisite: Mathematics 30.

Mathematics 34s.—Solid Geometry. 3 term-hours.

This unit covers the entire text. Prerequisites: Mathematics 10, 11, 20, 21, 22.

Mathematics 37f.—College Algebra. 3 term-hours.

This unit covers the first 106 pages of the text. Prerequisites: Mathematics 10, 11.

Mathematics 38w.—College Algebra. 3 term-hours.

This unit covers the remainder of the text. **Prerequisite:** Mathematics 37.

Mathematics 39s. Analytic Geometry. 3 term-hours.

The entire text is completed in this quarter. Prerequisites: Mathematics 20, 21, 22, 37 ,38.

DEPARTMENT OF MUSIC

MISS BATEY

The course as herein outlined is intended to be a professional *teacher's* course, rather than a professional *musician's* course. It is subdivided into two phases—that of public school music, history and appreciation, and harmony; and that of private lessons in piano, violin and voice.

I. GENERAL COURSES

Music 10s.—Public School Music for First Year Students. 3 term-hours.

This unit is a continuation of public school music. Chorus work will correlate with the history and appreciation of music. Elementary harmony and sight-singing are included.

Music 20f.—Public School Music for Second Year Students. 3 term-hours.

Song-types in chorus work, foundations and tendencies of modern music, harmony, sight-singing and music appreciation is the outline of the work of this quarter. Prerequisite: Music 10.

Music 30f.—Teaching of Music in the Primary Grades. 3 term hours.

Material and methods for music instruction in the kindergarten and primary grades are carefully considered in this unit. Stress is laid upon the selection, teaching, and interpretation of rote songs. The use of the sight reading material; the care of the child voice; the correction of monotones; and the classification of voices are considered. Prerequisite: 3 term-hours in music of college or sub-college rank, or the consent of the instructor.

Music 31w.—Teaching of Music in Fourth and Fifth Grades. 3 term-hours.

This systematic course covers all necessary details of material and methods for the intermediate grades. It treats of tone study, time, and theory; it continues the development of sight-singing; and considers the mechanical interpretation of songs and the classification of voices. Prerequisite: Music 30.

Music 32s.—Teaching of Music in Sixth and Seventh Grades. 3 term-hours.

The study of time, tone, and theory problems is continued. The work of the quarter treats thoroughly of the many problems confronting the teacher of music in the grammar grades. The treatment and classification of voices with particular reference to the changing voices of boys; part-singing; methods of studying the great composers; and the standard compositions which

every child should know, constitute the main problems considered. Prerequisite: Music 30.

Music 37f.—History and Appreciation of Music. 3 term-hours.

This work serves as a thorough and analytical guide to the study of the literature of music. It leads the student to distinguish between fundamental principles of music through the media of voice and instruments. Folk music of all lands is carefully considered. A wealth and variety of illustrations are offered on the talking machine records in Music 37, 38 and 39.

Music 38w.—History and Appreciation of Music. 3 term-hours.

The historical development of music is begun in this unit. It is divided into periods beginning with ancient and running through early church schools, secular schools, musical renaissance, classical schools and romantic schools to modern. Prerequisite: Music 37.

Music 39s—History and Appreciation of Music. 3 term-hours.

The first portion of this unit treats of the instrument and their function in the orchestra, the next of the historical development of the opera and oratorio. Prerequisite: Music 37.

Music 40f.—Harmony. 3 term-hours.

The work of this unit covers major and minor scales, intervals and their inversions, major and minor triads, and perfect and imperfect cadences. This study is applied in a variety of ways, including hymn analysis, keyboard harmony, and harmonic dictation. Prerequisites: 9 term-hours in music of college rank.

Music 41f.—Harmony. 3 term-hours.

The dominant seventh chord, secondary triads, open harmony, inversion of triads, harmonizing basses and melodies, and original melodies make up the work of this quarter. Prerequisite: Music 40.

Music 42f.—Harmony. 3 term-hours.

The work of this quarter includes diminished seventh chords and their inversions, modulations, harmonization of given bass and soprano, and original melodies. Prerequisite: Music 41.

Music 47f.—Teaching of Music in the High School. 3 term-hours.

This quarter deals chiefly with the organization and conducting of high school choruses and glee clubs. Special attention is given to the correct interpretation of choruses, cantatas, operattas, and oratorios with the view of familiarizing supervisiors with materials. Prerequisite: Music 32 or advanced piano work.

Music 48w.—Conducting. 3 term-hours.

The use of the baton, fundamentals of interpretation, the study of essential qualities of successful conducting, and the methods

by which they may be acquired complete the course. Prerequisite: 9 term-hours in music of college rank.

Music 49s. Orchestration. 3 term-hours.

A brief review of orchestral instruments, an intensive study of the problems of organizing and conducting an orchestra, lists of appropriate orchestral music, and the arranging of music for the school orchestra make up this course. Prerequisite: 9 term-hours in music of college rank.

II. INDIVIDUAL INSTRUCTION

For all private lessons of three term-hours in piano, violin, or voice, a fee of twenty dollars per quarter is required in advance.

There are two thirty-minute individual lessons and one one-hour class lesson per week. In order to obtain credit for individual work, the student must take an active part in one of the college choruses or in the college orchestra. In addition to the individual selections listed for each of the courses below, the best composers of the classic, romantic and modern schools are studied in connection with the piano courses; and appropriate solos, concertos and sonatas by the best composers are given in connection with the course of study in violin. The courses outlined for the instruments and the voice are not to be taken as rigid, but as furnishing a basis for classification.

Piano 14, 15, 16—First Year Piano. 3 term-hours.

Czerny, 299 op.; Heller, op. 47; Kuhlau; Loeschorn, op. 169-170; and ensemble playing constitute the basis of the course.

Piano 24, 25, 26—Second Year. 3 term-hours.

Following are the fundamentals of these courses: Czerny, op. 365; Heller, op. 45-46; Bach, Two-part Inventions; Clementi; and Ensemble playing.

Piano 34, 35, 36, Piano for Freshman Students. 3 term-hours.

The work of these courses consists of a study of Czerny, op. 740; Cramer Etudes; Bach, Three-part Inventions; Tausig, Daily Studies; and ensemble playing.

Piano 44, 45, 46, Piano for Sophomore Students. 3 term-hours.

A study is made of Cramer Etudes; Bach, Well-tempered Clavichord; Kullak Octave Studies; Tausig, Daily Studies; and ensemble playing.

Violin 14, 15, 16—First Year Violin. 3 term-hours.

Musin, School of Violin Playing; Sevcik, op. 8; and Kayser, Books II and III constitute the basis of these courses.

Violin 24, 25, 26—Second Year Violin. 3 term-hours.

Following are the fundamentals of these courses: Musin, School of Violin Playing; Kreutzer, 42 Etudes; Dont, 24 Exercises.

Violin 34, 35, 36—Violin, for Freshman Students. 3 term-hours.

The work of these courses consists of a study of Fiorillo, 36 Etudes; Sitt, Book I, op. 32; Sevcik, Double Stops; and Rode, 24 Caprices.

Violin 44, 45, 46—Violin for Sophomore Students. 3 term-hours.

A study is made of Rode, 12 Etudes; Fiorillo, 36 Etudes (completed); Sevcik, op. 1, Book 3; Sevcik, Double Stops.

Voice 14, 15, 16—First Year Voice. 3 term-hours.

Correct voice placing; Breathing exercises; Fillibrown, Resonance in Singing and Speaking; Marzo, Art of Vocalization (Preparatory Course); and simple songs constitute the basis of these courses.

Voice 24, 25, 26, Second Year Voice. 3 term-hours.

Following are the fundamentals of these courses: breathing exercises; Marzo, Art of Vocalization, Book I; folk songs; and modern songs, especially American.

Voice 34, 35, 36—Voice for Freshman Students. 3 term-hours.

The work of these courses consists of vocal breathing exercises and of a study of Marzo, Art of Vocalization, Books II and III; Modern Songs of the Best Class; and Lieder of Schubert and Schumann.

Voice 44, 45, 46—Voice for Sophomore Students. 3 term-hours.

A study is made of more advanced exercises of Concone, Panofka, Marchesi, Root and Seiber; of oratorios of Handel, Haydn, and Mendelssohn; and of songs from operas. Recital work is also required.

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN.

MR. HOPSON.

The Department of Physical Education for men is planned with the purpose of maintaining and promoting the health of the men students. Attention is given to organized athletics in the College, particularly to football, basketball, baseball track, and tennis.

The courses aim to prepare public school teachers to supervise physical education in the schools. All men students are required to register for Physical Education 10, 11, 12 and 20, 21 and 22 during the first two years of residence. Public school teachers should elect Physical Education 30, 31, 32, or 40, 41, 42.

Physical Education 10, 11, 12—Elementary Exercises. Required; no credit.

Particular attention is given to the physical development of the students taking this course. Physical examinations and measurements are taken from time to time and comparisons made. Setting-up exercises, drills, games and gymnastic exercises are required. These units are required of all men students during their first year in attendance. Three hours per week.

Physical Education 20, 21, 22—Advanced Exercises and Games. Required; no credit.

Correct physical development and the methods of obtaining it are the primary principles of this course. Special instruction in calisthenics and co-ordinating exercises is given. Indoor and outdoor games are taught. This course is required of all men students during their second year in attendance. Three hours per week.

Physical Education 30, 31fw— Advanced Calisthenics, Boxing, and Wrestling. 6 term-hours.

Advanced setting-up exercises, co-ordinating exercises, and drills are given in these units. Special attention is given to boxing, and to its methods. Wrestling and Jui Jitsui are practiced. A critical study of boxing, wrestling, and calisthenics is made. Three hours per week.

Physical Education 32s.— Athletics in School. 3 term-hours.

The history of athletics is given and the difference between school athletics and professional athletics is emphasized. The methods of organizing teams and the direction of playground tactics are given critical study. This unit is given for the purpose of helping the young teacher understand and solve problems in school athletics. Three hours per week.

Physical Education 40f.—Special Work. 3 term-hours.

Special attention is given to the study of the physically unfit.

Study of health habits and hygiene, and their place in physical education are emphasized. Three hours per week. Prerequisite: Sophomore standing.

Physical Education 41w.—Methods in Physical Education. 3 term-hours.

A critical study of the methods of teaching physical education is made. Organization and management of teams is emphasized. Three hours per week. Prerequisite: Physical Education 40.

Physical Education 42s—Coaching. 3 term-hours.

This unit is a thorough study of the methods of organizing and coaching high school athletics. Field practice is required. Three hours per week. Prerequisite: Physical Education 40, 41.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

MISS LANCASTER

The Department of Physical Education for Women is planned with the purpose of maintaining and promoting the health of the students by means of exercises and the formation of habits of hygienic living. The courses also aim to prepare public school teachers to supervise physical education in the schools.

Attention is given to organized athletics in the College through the Athletic Association and the Athletic Councils.

All women students are required to register for Physical Education 10, 11, 12 and 20, 21, 22 (or 27, 28, 29) ; or Physical Education 30A, 31A, 32A, and 40A, 41A, 42A during the first two years of residence. Students majoring in physical education are advised to elect Biology 34, 35, 36 and Biology 30, 31, 32 as minors. Public school teachers should elect Physical Education 30, 31, 32 or Physical Education 40, 41, 42.

Physical Education 10, 11,12—Elementary Exercises and Games. Required; No Credit.

The work of this course consists of physical and medical examinations, Swedish gymnastics, indoor and outdoor games suitable for public school work, and lectures on the formation of health habits. Special emphasis is placed upon exercises which aid the students in maintaining good posture. Three hours per week.

Physical Education 20, 21, 22 — Advanced Floor Work and Games. Required; No Credit.

The activities of this course consists of physical and medical examinations; floor work with apparatus, such as Indian clubs, wands, and dumbbells; instruction and practice in either basketball, indoor baseball, volley ball, tennis, or cross-country walking. Prerequisites: Physical Education 10, 11, 12. Three hours per week.

Physical Education 27f—Hygiene and Home Nursing. 3 term-hours.

The units Physical Education 27, 28, 29 may be substituted for Physical Education 20, 21, 22 by Second Year students; one additional hour a week of gymnastic or athletic work is given to absolve the physical education requirements. Students of the Second Year class who are not physically able to take regular exercises should register for this course. A study is made of the principles underlying the conservation of health and of home nursing; first aid lectures and demonstration work are given. Prerequisites: Physical Education 10, 11, 12. Four recitations and one hour of athletics or other prescribed work.

Physical Education 28w—Hygiene and Home Nursing. 3 term-hours.

This unit is a continuation of Physical Education 27.

Physical Education 29s—Hygiene and Home Nursing. 3 term-hours.

This unit is a continuation of Physical Education 28.

Physical Education 30A 31A, 32A —Gymnastics, Games, and Athletics. Required; No Credit.

This course includes physical and medical examinations; lectures on the formation of health habits; advanced floor work; and instruction and practice in various forms of athletics. Three hours per week.

Physical Education 40A, 41A, 42A—Athletic and Playground Work. Required; No Credit.

The work of this course consists of instruction and practice in athletics and supervision of outdoor play and games. Prerequisites: Physical Education 30A, 31A, 32A. Three hours per week.

Physical Education 30f—The Physical Nature of the Child. 3 term-hours.

This unit deals with the physical development of the child and the application of the principles of personal and group hygiene, nutrition, and psychology to the needs of the child. Three hours per week.

Physical Education 31w—Psychology and Supervision of Play. 3 term-hours.

Lectures and assigned readings are given on the theory, educative value, and the basic principles of play. The latter half of the quarter deals with the history, use, equipment, and management of a playground. Practical work is given on the playground. Three hours per week.

Physical Education 32s—Physical Education for Primary Grades. 3 term-hours.

Special studies are made of the physical development and psychology of the child in the primary grades. An intensive study is made of the exercises, singing games, and outdoor games suitable for these grades. Three hours per week.

Physical Education 40f—History of the Development of Physical Education. 3 term-hours.

The history of Physical Education is traced and special emphasis is placed upon its trend in the United States. The course also includes a study of some of the problems of physical education and the methods of physical examinations and tests. Three hours per week. Prerequisite: Sophomore standing.

A POOL IN SHULER'S CANYON, BREWSTER COUNTY.

Physical Education 41w—Physical Education for Intermediate Grades. 3 term-hours.

A study is made of the value of physical education as a factor in the mental and physical growth of the child in the intermediate grades. The work required for the different classes is outlined and some of the problems of physical education in these grades are analyzed. Three hours per week. Prerequisite: Sophomore standing.

Physical Education 42s—Methods of Coaching. 3 term-hours.

This unit consists of a study of the rules of all competitive athletic games for girls; methods of developing teams; and duties as a coach or referee. Practical work is given in indoor baseball and tennis. Three hours per week. Prerequisite: Sophomore standing.

DEPARTMENT OF PHYSICS

MR. WALKER

Physics 10f—Mechanics and Heat. 3 term-hours.

Physics 11w—Electricity and Magnetism. 3 term-hours.

Physics 12s—Sound and Light. 3 term-hours.

These three units correspond closely to the high school course as it is usually given in the best high schools. Stress is laid on the application of the principles learned to the experiences and phenomena of daily life. Three lectures or recitations and two hours in the laboratory.

Physics 30f—Mechanics and Heat. 3 term-hours.

This unit is more advanced than Physics 10. The laboratory work is more or less quantitative in its nature, and the treatment is fairly rigorous. An effort is made to lay a foundation for laboratory work in applied physics. Two lectures and three hours in the laboratory.

Physics 31w—Magnetism and Electricity. 3 term-hours.

This unit is a continuation of Physics 30. Physics 30, 31, are prerequisites for all other courses in college physics. Two lectures and three hours in the laboratory. Prerequisite: Physics 30.

Physics 32s—Applied Physics. 3 term-hours.

This unit is arranged to meet the needs and interests of the class. Different phases of household, shop, and agricultural physics are presented. Physics of the school plant, motors, generators, lighting systems, irrigation plants, gas engines, automobile physics, storage batteries, etc., are some of the phases of applied physics that are considered. Two lectures and three hours in the laboratory. Prerequisites: Physics 30, 31.

Physics 33s—Sound, Light, and Invisible Radiations, 3 term-hours.

These subjects are treated as they are presented in most college texts of physics. Course 30, 31, 33 make up the full college year in physics. Physics 32 may be substituted for 33. Two lectures and three hours in the laboratory. Prerequisites: Physics 30, 31.

DEPARTMENT OF READING

MISS VANDIVER

I. GENERAL COURSES

Reading 10f—Technique of Beginning Reading. 3 term-hours.

A study is made of the principles underlying oral reading, lines from the best writers are committed to memory, drill is emphasized in pronunciation and enunciation, and attention is paid to correct breathing.

Reading 11w Technique of Beginning Reading. 3 term-hours.

This unit is a continuation of Reading 10, special emphasis being placed on the cultivation of the imagination.

Reading 12s—Technique of Beginning Reading. 3 term-hours.

This unit consists of drills in responsive gestures and of a study of literary analysis in order to create an atmosphere and to vitalize mental pictures. Prerequisite: Reading 10 or 11.

Reading 20f—Speech Arts. 3 term-hours.

A study is made of the principles of public discourses with a view to establishing a common ground of interest between reader and audience. Emphasis is placed on the development of a conversational style of oral expression.

Reading 21w—Speech Arts. 3 term-hours.

A study is made of the fundamental elements of interpretative reading; special attention is given to voice phrasing, cadence, emphasis, pitch, time, quality, and force.

Reading 22s—Speech Arts. 3 term-hours.

In this unit concentration, power of imagery, and poise are further developed. Prerequisites: Reading 20 or 21.

Reading 30f—Literary Interpretation. 3 term-hours.

The purpose of this unit is to develop a keener literary sense and greater skill in interpretative reading. Short stories, drama, dialect pieces, character delineation, impersonation, and simple emotions are studied.

Reading 31w—Speech Making. 3 term-hours.

A study is made of the analysis, organization, and outlining of materials for the various types of speeches. The student is given platform practice in small class selections. Prerequisite: Reading 30.

Reading 32s—Speech Making. 3 term-hours.

Some form of public work is presented to give the student a chance to apply the principles learned in Reading 30, 31. The work of unit 31 is continued, with a more intense study of extem-

poraneous and after-dinner speeches. Prerequisites: Reading 30, 31.

Reading 37w—Persuasion and Extempore Speaking. 3 term-hours.

A study is made of the principles governing argumentative discourse—oral and written, formal and informal; of the nature of response; and of types of audiences.

Reading 38s—Methods in Reading. 3 term-hours.

This unit covers a consideration of the materials to be used in the grades and high schools. Suggestions are given for special programs.

Reading 40f—Stage Craft. 3 term-hours.

This unit covers such topics as stage setting, lighting, costuming, practice in make-up, community and "little theater" movements. Pageantry and pantomime are discussed in relation to their uses in the grades and high schools. Prerequisite: nine term-hours of college rank in Reading.

Reading 41w—Play Production. 3 term-hours.

Dramatic material is studied and presented in class. Each student takes part in several performances, sometimes as a member of a cast, and again as one of the staff. One act plays are used in class work. Prerequisite: Reading 40.

Reading 42s—Play Coaching. 3 term-hours.

The student is required to coach one public performance. Originality of method in coaching and stage setting is emphasized. Prerequisite: Reading 40, 41.

II. INDIVIDUAL INSTRUCTION

For all private lessons of three term-hours in Reading, a fee of twenty dollars per quarter is required in advance. Arrangements for private lessons are to be made with the head of the department.

Reading 14, 15, 16—Private Lessons for First Year Students.

Reading 24, 25, 26,—Private Lessons for Second Year Students.

Reading 34, 35, 36—Private Lessons for Freshman Students.

Reading 44, 45, 46—Private Lessons for Sophomore Students.

THE TRAINING SCHOOL

Mr. Stigler, ... Director
Miss Billingsley, ... Primary Critic
Miss Floyd, ... Third and Fourth Grade Citic
Mrs. Montfort, ... Fourth and Fifth Grade Critic
Miss Matthaei, ... Drawing Supervisor
Miss Batey, ... Music Supervisor
Miss Lancaster, ... Physical Training Supervisor

The chief purpose of the Training School is to make the student teacher through observation and practice familiar with the organization, conduct, and control of a public school of the first class. The training school affords an opportunity for the demonstration of psychological and pedagogical principles which have been studied in the classroom, and also furnishes real school conditions for actual teaching by the practice teacher.

The Training School this year will consist of the first five grades. Each grade, excepting the first, is limited to twelve pupils. There is no tuition, and all text-books are furnished.

While the Training School is the normal college laboratory, it is at the same time the real heart of the institution. The children are not "practiced on" by unprepared and untrained students, but are, on the other hand, recipients of expert teaching. No student is allowed to teach until he is mature, and has undergone a long period of careful preparation for his work. He observes good teaching first, then makes his lesson plans, which must be approved by the supervising teacher. This done, he is permitted to teach the children, which teaching is always done in the presence of and under the supervision of a supervisor.

Following is a list of the pupils who enrolled in September, 1921:

Azbell, William
Azbell, Charlie
Babcock, Bird
Baines, Helen
Baines, Elizabeth
Bless, Janie
Brown, Alfred Neil
Brown, Eula
Burk, Frances
Cook, Benson
Daugherty, Mabel
Daugherty, Bessie
Dunlap, Willard
Dunlap, R. G.
Keene, Carl
Kokernot, John
Lewis, Alice
Livingston, Emily
McMillan, Russell
Newell, Grace
Penrod, Ruth
Penrod, Ruby
Peters, Jessie
Phelps, Annie Dee
Pouncey, Temple
Robertson, Sybil
Sandifer, Annie Kate
Seybert, Harold
Slight, Ralph
Swift, Lawrence
Swift, Richard
Smith, Melba
Spence, Elizabeth
Teske, Alma
Thrift, D. C.
Treadwell, Helen
Turney, Marvin
Wade, Charles
Wilson, Anja

THE SUMMER QUARTER AND SUMMER NORMAL

During the Summer Quarter a large number of the credit courses offered during the regular session are repeated, both in the Normal School and in the Normal College. In this way an opportunity is offered students to do advanced work in any of the departments, or to complete during the summer the regular courses outlined in the curricula, without being in attendance during the regular session.

All classes in the Normal School division meet four times per week and each numbered course continues through the twelve weeks of the quarter. No credit is given unless the student is in attendance for the full quarter.

In the Normal College division, the Summer Quarter is divided into two terms of six weeks each. By meeting classes every day, it is possible for a student in this division to receive complete credit for a full quarter's work by being in attendance during either term of the Summer Quarter, and for two consecutive quarters' work by attending classes throughout the summer. Furthermore, it is possible in some departments to arrange courses so that a full year's work (nine term-hours) may be completed in the Summer Quarter by attending one class a day during one term, and two classes during the other. Except in rare instances, three classes a day (eighteen term-hours for the quarter) constitute the maximum of work in this division.

In addition to the credit courses offered in the Normal School and Normal College divisions, the Sul Ross State Normal College holds annually a Summer Normal, in which opportunity is given to review all subjects in which State teachers' examinations are given by the State Department of Education. This work is in charge of the regular faculty and of well known educators from various parts of the State, who come to the College for this purpose during the summer.

More definite information concerning the Summer Quarter and the Summer Normal of 1923 may be secured from a special bulletin published during the spring months.

TEXTBOOKS

AGRICULTURE

To be selected.

BIOLOGY

30, 31, 32. Shull: Principles of Animal Biology; Densmore: General Botany.
34. Stiles: Human Physiology.
35. Egbert: Hygiene and Sanitation.
36. Assigned readings.
40, 41, 42. To be selected.
44. Assigned readings.
45. Assigned readings.
46. Coulter: Botany of Western Texas; Wooten and Standley; Flora of New Mexico.

CHEMISTRY

20, 21, 22. Brownlee and others; First Principles of Chemistry.
30, 31, 32. McPherson and Henderson: A Course in General Chemistry.
33. Assigned readings
40, 41. Parkin and Kipping: Organic Chemistry.
42. Assigned readings.

COMMERCE

10, 11, 12. Baker: Twentieth Century Bookkeeping and Accounting.
20, 21, 22. Gregg: Shorthand; SoRelle and Cutler: Rational Typewriting.
30A, 31A, 32A. Gregg: Shorthand; SoRelle and Cutler: Rational Typewriting.
30, 31. Gregg: Shorthand.
32. Selected office work.
34, 35, 36. To be selected.

DRAWING

To be selected.

EDUCATION

10. McMurry. How to Study; Hall-Quest: Supervised Study.
20. Pyle: The Science of Human Nature; Colvin and Bagley: Human Behavior.
21. Betts: Classroom Method and Management.
22. Wilkinson: Rural School Management.
30. Pillsbury: The Fundamentals of Psychology.
31. Strayer: The Teaching Process.
32. Strayer: The Teaching Process; Bagley: Classroom Management.
P-33. Briggs and Coffman: Reading in Public Schools.

P-34. Haliburton and Smith: Teaching Poetry in the Grades; Bailey: For the Story Teller.

P-35. Suzzalo: The Teaching of Primary Arithmetic.

I-33 Kirkpatrick: Fundamentals of Child Study; Bagley: School Discipline.

I-34. Dewey: The Child and the Curriculum; Charters: Teaching the Common Branches.

I-35. McClintock: Literature in the Elementary School; Chubb: The Teaching of English.

40. Kirkpatrick: Fundamentals of Child Study; Tanner: The Child.

41. Thorndike: Principles of Teaching; Earhart: Types of Teaching.

42. Parker: The History of Modern Elementary Education.

ENGLISH

10. Kittridge and Farley: Advanced English Grammar; Hitchcock: New Practice-Book; Stevenson: Travels with a Donkey; Shakespeare: A Midsummer Night's Dream.

11. Hitchcock: New Practice-Book; Herrick and Damon: New Composition and Rhetoric; Emerson: Self-Reliance; Hawthorne: The House of the Seven Gables.

12. Hitchcock: Rhetoric and the Study of Literature; Tennyson: Idylls of the King; Poe: Poems and Tales; Shakespeare; Julius Caesar.

20. Hitchcock: New Practice-Book; Hitchcock: Rhetoric and the Study of Literature; Shakespeare: Macbeth; Milton: Minor Poems.

21. Hitchcock: Rhetoric and the Study of Literature; Burke: Speech on Conciliation with the American Colonies; Goldsmith: She Stoops to Conquer.

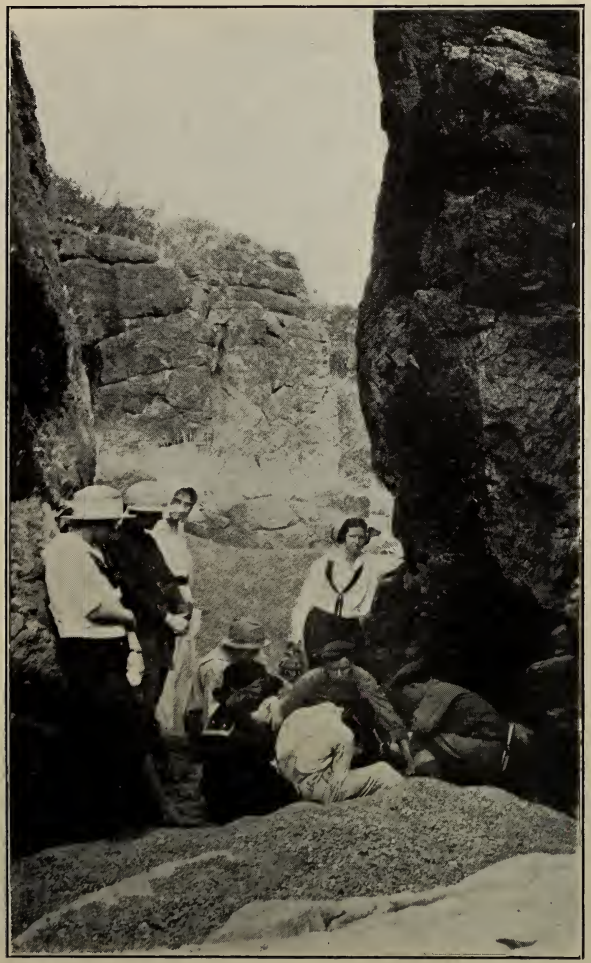
22. Long: English Literature; Palgrave: Golden Treasury; Browning: Shorter Poems; Nickels: Short Stories for High Schools.

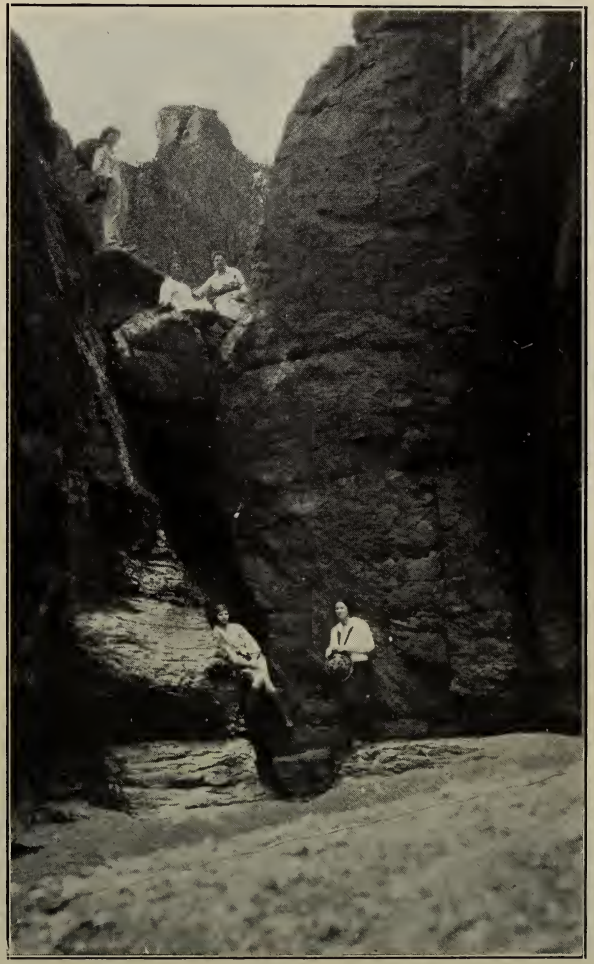
30. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Macaulay (ed. by Thurber): Essays.

31. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Tanner: Essays and Essay-Writing.

32. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Sherman: A Book of Short Stories.

40. Crawshaw: The Making of English Literature; Child: (ed.): Beowulf; Greenlaw: (ed.): Selections from Chaucer; Cook and Tinker: Select Translations from Old English Poetry.





ON BIOLOGY FIELD TRIPS.

41. Crawshaw: The Making of English Literature; Thayer: Best Elizabethan Plays; Manly: English Prose; one of Shakespeare's plays.

42. Crawshaw: The Making of English Literature; Snyder and Martin: A Book of English Literature.

43, 44, 45 To be selected.

FOREIGN LANGUAGE

Spanish

10, 11, 12. Hall: All Spanish Method, Book I; Espinosa: Elementary Spanish Reader.

20, 21, 22. Olmstead and Gordon: Abridged Spanish Grammar; Alarcon: Novelas Cortas; Turrell: Spanish-American Short Stories; others.

30A, 31A, 32A. Hall: All Spanish Method, Book I; Dorado: España; Pintoresca; Valera: El Pájaro Verde; Olmsted and Gordon: Abridged Spanish Grammar.

30, 31, 32. Olmsted and Gordon: Abridged Spanish Grammar; Alarcon: El Capitán Veneno; Valdéz: José; Galdós; Electra; Luquinens: Elementary Spanish-American Reader.

40, 41, 42. Ramsey: Spanish Grammar; Gutiérrez: El Trovador; Galdos: Doña Perfecta; Ibañez; La Barraca; Ford, J. D. M.: Main Currents of Spanish Literature.

French

30A, 31A, 32A. Méras: Le Premier Livre; Méras: Le Second Livre; Decourbey: French Verb Blank.

Latin

10, 11, 12. Bennett: Caesar's Gallic War; Bennett: New Latin Composition. Part I; Bennett: Latin Grammar.

20, 21. Allen and Greenough: Select Orations of Cicero; Bennett: New Latin Composition, Part II; Bennett: New Latin Grammar.

22. Knapp: Aeneid of Vergil; Bennett: New Latin Composition, Part II; Bennett: New Latin Grammar.

30A. Smith: Latin Lessons.

30. Cicero: De Senectute; Cicero: De Amicitia; Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.

31. Selections from Roman Historical Literature (Allyn and Bacon); Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.

32. Knapp: Aeneid of Vergil; Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.

40, 41, 42. To be selected.

HISTORY AND ECONOMICS

History

10, 11. Cousins and Hill: American History.
12. Ashley: A New Civics.
20, 21, 22. Cheyney: A Short History of England.
30, 31, 32. Bassett: A Short History of the United States.
40. Hayes: Political and Social History of Modern Europe.
41. Hazen: Europe since 1815.
42. Hornbeck. Contemporary Politics in the Far East.
43. Schmidt: The Causes of the War.

Economics

40, 41. Taussig: The Principles of Economics, Vol. 1.
42. Taussig: The Principles of Economics, Vol. 2.

HOME ECONOMICS

20, 21, 22. Gibbs: Household Textiles.
30, 31, 32. Dowd and Jameson: Food and its Preparation.
34, 35, 36. Turner: The Study of Fabrics.
40. Rose: Feeding the Family.
41. Allen: Table Service.
42. Tabor: The Business of the Household; Balderston: Housewifery.
44, 45, 46. Fales: Dressmaking.

MANUAL ARTS

20. French and Svenson: Mechanical Drawing for High Schools; Crawshaw and Phillips: Mechanical Drawing for Secondary Schools.
22. Bulletins on Planning of Simple Homes; Interior Decoration.
25. Griffith: Essentials of Woodworking.
27. Griffith: Carpentry; Brace and Mayne: Farm Shop Work.
30. Crawshaw: Furniture Design; Prang Publications: Furniture Design.
31. Assigned readings.
32. Rautenstrauch and Williams: Machine Drafting; French: Engineering Drawing.
33. Palmateer: Elementary Machine Shop Practice; How to Run a Lathe.
35, 36. Griffith: Woodwork for Secondary Schools.
37. Cement Association Bulletins.
38. Noyes: Wood and Forest; Handwork in Wood.
40. Evans: Drafting Room Series.
41. Ball: The Five Orders of Architecture; Seaman: Progressive Steps in Architectural Drawing.
42. Rouillion. Economics of Manual Training.
43. Griffith: Teaching Manual and Industrial Arts; Crawshaw: Manual Arts for Vocational Ends.

44. Pabst: Handwork Instruction for Boys.
45. Cement Association Bulletins.
47. Palmateer: Elementary Machine Shop Practice; How to Run a Lathe.
49. Prang Publications; Haney: Classroom Practice in Design.

MATHEMATICS

10, 11. Wentworth: New School Algebra.
14. State Adopted Text.
20, 21, 22. Wentworth and Smith: Plane Geometry.
30, 31. Wentworth and Smith: Plane Trigonometry and Tables.
34. Wentworth and Smith: Solid Geometry.
37, 38. Ashton and Marsh College Algebra.
39. Nicholas: Analytic Geometry.

MUSIC

10. Selected texts.
20. Selected Texts.
30. Hollis Dann Series, 1 to 3.
31. Hollis Dann Series, 4 to 5.
32. Hollis Dann Series, 6 to Junior Songs.
37, 38, 39. Faulkner: What We Hear in Music.
40, 41, 42. Orem: Hamony.
47. Selected texts.
48. Gerkins: Essentials of Conducting.
49. Selected texts.

PHYSICAL EDUCATION

To be selected.

PHYSICS

10, 11, 12. Carhart and Chute: First Principles of Physics.
30, 31, 32. Spinney: A Text-Book of Physics.
32. Assigned readings.

READING

10, 11, 12. Emerson: Evolution of Expression, Vols. 1 to 3.
14, 15, 16. Emerson: Evolution of Expression, Vols 1 to 3.
20, 21, 22. Everts: Vocal Expression.
24, 25, 26. Emerson: Evolution of Expression, Vol. 4.
30, 31, 32. Winaus: Public Speaking; Woolbert: The Fundamentals of Speech; Keerfoot: How to Read.
34, 35, 36. Emerson: Sixteen Perfective Laws of Art, Vols. 1 to 2.
37. Lyon: Elements of Debating.
38. Assigned readings.
40. Cheney: The Art Theater; Clark: How to Produce Amateur Plays.
41. Knickerbocker: Plays for Classroom Interpretation.
44, 45, 46. Emerson: Sixteen Perfective Laws of Art, Vols. 3 to 4.

ROSTER OF STUDENTS

ENROLLMENT, SUMMER, 1921. (SUMMER NORMAL)

NAME	CLASS	TOWN.
Anderson, Mary	S. N.	Alpine
Anglin, Edna	S. N.	Llano
Ansley, Madge	S. N.	Marathon
Ansley, Merle	S. N.	Marathon
Atkinson, Pearl	S. N.	Gatesville
Baldwin, Ella	S. N.	Presidio
Barkley, Lida	S. N.	Uvalde
Bishop, Coral	S. N.	Colorado
Brown, Mary	S. N.	Uvalde
Brown, Philip	S. N.	San Benito
Brown, Vadah Elizabeth	S. N.	El Dorado
Bryson, Hattie	S. N.	Pioneer
Bryson, Marie	S. N.	Pioneer
Carpenter, Iny Belle	S. N.	Saragosa
Casey, Ler Lee	S. N.	Santa Anna
Casey, Ouida	S. N.	Santa Anna
Casey, Thelma	S. N.	Santa Anna
Chandley, Mrs. E. H.	S. N.	Alpine
Coleman, Elizabeth	S. N.	Montell
Crawford, Mrs. W. W.	S. N.	Marathon
Crum, Josephine	S. N.	Santa Anna
Cummings, Clara	S. N.	Del Rio
Darden, R. S.	S. N.	Tye
Davenport, Doris	S. N.	Uvalde
Davenport, Norene	S. N.	Canutillo
Davis, Mary Ellen	S. N.	Del Rio
DeBusk, Virgil	S. N.	Sweetwater
DeFalco, Mrs. Catharine	S. N.	Alpine
DeSoto, Mrs. Victoria	S. N.	Marfa
Dibrell, Garnett A.	S. N.	Stockdale
Dougherty, Ima B.	S. N.	Anson
Dulaney, Lesta	S. N.	Reagan Wells
Ellis, Florence I.	S. N.	Whon
Eschberger, Myrtle	S. N.	Robstown
Etheredge, J. T.	S. N.	Carthage
Ferris, Mrs. Berta C.	S. N.	Alpine
Ferris, Christine	S. N.	Uvalde
Finley, Fay	S. N.	El Dorado
French, Mrs. C. R.	S. N.	Marathon
Girdwood, Jean	S. N.	San Angelo
Granger, Theda L.	S. N.	Marathon
Heard, Bessie	S. N.	Reagan Wells
Hector, Anne Maje	S. N.	Alpine
Herring, Elsie H.	S. N.	Eagle Pass
Howard, Lily	S. N.	
Huddleston, Gladys	S. N.	Bronte
Johnson, Mary Jane	S. N.	Uvalde
Johnson, Bertha	S. N.	Iowa Park
Kelly, Birdie	S. N.	Concan
Lawry, Isola E.	S. N.	El Paso
Lindsey, Annie Lee	S. N.	Alpine

ENROLLMENT, SUMMER, 1921. (SUMMER NORMAL)

NAME	CLASS	TOWN.
Lindsey, Jennie	S. N.	Marathon
Lindsey, Lilia	S. N.	Marathon
Lowe, Beatrice	S. N.	Santa Anna
Mandeville, Ruby	S. N.	San Angelo
Martin, Laura	S. N.	Bronte
Martin, Rosa	S. N.	Bronte
Maples, Elizabeth	S. N.	Del Rio
Micou, Bess	S. N.	Alpine
McCain, Agnes	S. N.	Whon
McFarland, Arline	S. N.	Del Rio
McKinney, Lea	S. N.	Marathon
McMillan, Lucy	S. N.	
Noble, Louise	S. N.	Port Lavaca
Noble, Sarah	S. N.	Port Lavaca
Padgett, Kathryn	S. N.	Tarpley
Pike, Bessie	S. N.	Uvalde
Rede, Lucy	S. N.	Redford
Robinson, Mrs. Roy	S. N.	Marfa
Runyan, Allie	S. N.	Alpine
Russell, Esther	S. N.	Casa Piedra
Russell, Tamasa	S. N.	Casa Piedra
Sammons, Vema	S. N.	Rankin
Schuch, Olga	S. N.	San Angelo
Stinebaugh, Lois	S. N.	Rowena
St. Clair, Tessie	S. N.	Eola
Swann, Verda	S. N.	Leesville
Swift, Maida	S. N.	Floresville
Totter, Florence	S. N.	Saragosa
Tucker, Delilah	S. N.	Saragosa
Varner, Noel	S. N.	Bandera
Ward, Dora	S. N.	Uvalde
White, Hazel Cartherine	S. N.	Uvalde
Woodberry, Helen B.	S. N.	Alpine
Woodlee, Ray	S. N.	Floresville

Number of Men	7
Number of Women	78
Total Enrollment	85

Number resident Alpine	9
Number nonresident Alpine	76
Total	85

Counties Represented	28
States Represented	1

ENROLLMENT, SUMMER, 1921. (SUMMER SCHOOL)

NAME	CLASS	TOWN.
Adams, Mildred	Freshman	Alpine
Adams, Pauline	Special	Alpine
Allen, Myrtie Nixon	Special	Corpus Christi
Allen, Neyland	Special	San Angelo
Anderson, Mrs. Amelia	Special	Clint
Arthur, Gladys	First Year	Alpine
Avant, Blanche	Special	Marfa
Avarado, C. J.	Second Year	Redford
Ayres, Mrs. Lou S.	Special	Alpine
Beattie, Isabella	Sophomore	Alpine
Beckman, Ruth	Freshman	El Campo
Bedichek, Lillian G.	Special	Austin
Bankhead, R. M.	Sophomore	Lamesa
Biard, Mary Belle	Freshman	Paris
Bourland, Helen	First Year	Marathon
Bourland, Lillian	First Year	Marathon
Brice, Annie M.	Sophomore	San Antonio
Bruce, Elba	Second Year	Toyah
Bryant, Viola	Second Year	Robstown
Burford, Edith	Freshman	Ovalo
Bushong, Mary Bertha	Second Year	Mertzon
Caldwell, Walter S.	First Year	Alpine
Campbell, Alva	Freshman	Mertzon
Candlin, Mrs. Myrtie	Sophomore	Presidio
Carter, Jesse C.	Second Year	Eastland
Casner, Roscoe	Second Year	Alpine
Chamberlain, Lottie	Freshman	Burnet
Chancey, Anson	First Year	Lufkin
Clifford, Agnes	Freshman	Eagle Pass
Clifford, Ethel	First Year	Alpine
Cochran, Beulah	Second Year	Eden
Coffman, Edith	First Year	Sherwood
Coleman, Charles L.	First Year	Alpine
Conner, J. Edwin	Freshman	Marfa
Cowan, Alice Elizabeth	Special	Dallas
Cravens, Ruth	Freshman	Mertzon
Cutbirth, Leona	Sophomore	Big Lake
Daugherty, John William	First Year	Alpine
Dennis, Fay	Freshman	Liberty Hill
Dod, Agnes	Second Year	Alpine
Doran, Xora Inez	Sophomore	Peoria, Arizona
Drake, William Johnson	Special	Ft. Stockton
Dresser, Davis	First Year	Barstow
Dresser, Jessie N.	Sophomore	Barstow
Easterwood, Lavelle	First Year	Alpine
Easterwood, Susie Jane	Second Year	Alpine
Erney, Mrs. Annie G.	Freshman	Del Rio
Fitzgerald, Lurline	Sophomore	Weimar
Ford, Nina	Second Year	Alpine
Ford, Stella	Special	Sanderson
Fowler, Georgia	Freshman	Alpine
Fulcher, Daisy Mae	Special	Alpine
Fulcher, Elvie Irene	Freshman	Alpine
Funk, Joe Ella	Freshman	Alpine
George, Ethel	Special	Ft. Stockton
Givens, Charles	Second Year	Alpine
Greene, Anita	Freshman	Marfa
Hancock, Bertha Mae	Second Year	Alpine

ENROLLMENT, SUMMER, 1921. (SUMMER SCHOOL)

NAME	CLASS	TOWN.
Hardin, Tassie Erte	Freshman	Uvalde
Harris, Charles Theodore	Special	San Angelo
Harrison, Alice	Freshman	Alpine
Hatch, Grace	Freshman	Corpus Christi
Helm, Elizabeth	Sophomore	Tulia
Hightower, W. V.	Special	Austin
Hogan, Daisye	Special	Tye
Hill, J. Lee	Freshman	Alpine
Holton, Gussie	First Year	Jonesboro
Holton, Johnnie	Freshman	Jonesboro
Hopson, W. B.	Second Year	Roby
Johnson, Ruth	Special	Alpine
Jones, Lessye	Second Year	Sherwood
Kelley, Bertha	Freshman	Comanche
Kehoe, Irene Elizabeth	Freshman	Shafter
King, Agnes	Special	Gatesville
Koenig, A. J.	Special	Alpine
Lacy, Lola A.	Sophomore	Moriarity, N. M.
Lignon, Andrew A.	Freshman	Denton
Maley, Travis	Second Year	Mineral
Means, Josephine	Second Year	Robstown
Menefee, Elmira	Special	Del Rio
Miller, Clara	First Year	Reagan Wells
Monagin, John A.	Freshman	Uvalde
Money, Annie Mildred	First Year	Alpine
Moynahan, Ruth F.	Special	San Antonio
McFarland, Adaline	Special	Houston
McHam, Bonnie	Sophomore	Paris
McMains, Valleye Ilene	Freshman	Del Rio
McMains, Vivienne Gene	Freshman	Del Rio
Nabors, Fannie	Second Year	Mound
Noble, Martha	Second Year	Lolita
Ogle, Winnie Gay	First Year	Uvalde
Parke, Shipton	Special	Ft. Stockton
Perry, Annie Jo	Second Year	Roscoe
Perry, Mrs. Mary Rather	Sophomore	Belmont
Pouncey, Merrill	Second Year	Alpine
Powell, Mary	Second Year	Loma Vista
Reynolds, James T.	Freshman	Navasota
Reynolds, Swanson	Second Year	Navasota
Rhodes, Beulah	Special	Ninnekah
Rigsbee, Christine	Special	Ft. Stockton
Ritter Zada	Special	San Angelo
Ritter, Vada	Second Year	San Angelo
Robertson, Nora Bertie	Second Year	Alpine
Rutledge, Irene	First Year	Sherwood
Sheen, Kathryn	Freshman	Mertzon
Sheen, Mrs. Mae O.	Freshman	Mertzon
Slover, Melvin Pharis	Freshman	Alpine
Smith, Maud	Freshman	San Angelo
Smith, Victor James	Special	Alpine
Stansell, Olline	Second Year	Marathon
Stephenson, Frank	First Year	Ft. Stockton
Stevens, Sybil Clair	Freshman	Eagle Pass
Stone, Grace	Second Year	Alpine
Stubblefield, Mary	Freshman	Liberty Hill
Thomson, Margaret	Sophomore	Ft. Stockton
Thomson, Mildred Alma	Sophomore	Ft. Stockton

ENROLLMENT, SUMMER, 1921. (SUMMER NORMAL)

NAME	CLASS	TOWN.
Treadwell, Katherine	Special	Alpine
Trevey, Ed. S.	Sophomore	Snyder
Tierce, Fay	First Year	Rankin
Voules, Mrs. Myrtle	Freshman	Dallas
Wade, Willie	Special	Alpine
Watters, Ethel	Special	Alpine
Weatherby, Dorothy	Second Year	Fort Davis
Weatherby, Lela	Sophomore	Fort Davis
Willhoite, Bernie	First Year	Alpine
Williams, D. O.	Second Year	San Angelo
Williams, Velma	Special	San Angelo
Willis, Carrie B.	Freshman	Tarpley
Wilson, Lloma	Second Year	Sherwood
Wheeler, Vera	Freshman	Eola
White, Charles, D.	Sophomore	Grandfalls
White, Mae	Freshman	Eastland
Whitley, Felix Elbert	Special	Alpine
Wood, Drury	Special	Alpine

Number of Men	34
Number of Women	100
Total Enrollment	134

Number resident Alpine	36
Number nonresident Alpine	98
Total	134

Counties Represented	47
States Represented	4

GRAND CANYON OF SANTA HELENA, ON THE RIO GRANDE, BREWSTER COUNTY, ABOUT 100 MILES SOUTH OF ALPINE. MEXICO ON THE LEFT, UNITED STATES ON THE RIGHT.

LONG TERM, 1921-22

NAME	CLASS	TOWN.
Adams, Lucille	Second Year	Alpine
Anderson, Mary	First Year	Alpine
Arthur, Gladys	Second Year	Alpine
Baker, Day	Freshman	Mertzon
Beeler, Della	Second Year	Byers
Beeler, Mattie Lee	Second Year	Byers
Bunton, Lady	Freshman	Valentine
Bunton, Susybel	Freshman	Valentine
Burford, Bessie	Freshman	Ovalo
Burford, Edith	Sophomore	Ovalo
Burford, Opal	First Year	Ovalo
Burr, Harry Bunyan	Special	
Caldwell, Walter S.	Second Year	Alpine
Carmack, Nellie	Sophomore	Alpine
Casner, Roscoe	Second Year	Alpine
Chancey, Anson	First Year	Lufkin
Christian, Augusta Beatrice	Freshman	Big Springs
Clifford, Ethel	Second Year	Alpine
Comer, J. Edwin	Sophomore	Marfa
Cotter, Clarice R.	Freshman	Alpine
Cotter, Dorothy	Second Year	Alpine
Covey, Iva Grace	First Year	Alpine
Cross, Frank	Second Year	Alpine
Darden, R. S.	First Year	Pye
Daugherty, John William	Second Year	Alpine
Dean, Lola Pyne	Second Year	McCaulley
Denman, Maurice	Freshman	Brackettville
Dod, Agnes	Freshman	Alpine
Dodd, Veda Valera	Sophomore	Nash
Dowdy, Alfie	First Year	Alpine
Dresser, Davis	First Year	Barstow
Eason, Mrs. Viola	Second Year	Poteet
Easterwood, Lavelle	First Year	Alpine
Easterwood, Susie Jane	Freshman	Alpine
Faris, Mary	Freshman	El Paso
Fennell, Elizabeth Ann	Freshman	Marfa
Finley, Fay	Second Year	El Dorado
Fitzgerald, Lurline	Sophomore	Weimar
Ford, Elizabeth	Freshman	Alpine
Fulcher, Elvie Irene	Sophomore	Alpine
Fulcher, Daisy Mae	Sophomore	Alpine
Funk, Grace	Freshman	Alpine
Funk, Joe Ella	Sophomore	Alpine
Gill, Gladys Elizabeth	Freshman	McCaulley
Gillett, Frances	First Year	Alpine
Givens, Charlie	Freshman	Alpine
Goss, Patra	Freshman	Rising Star
Green, Eva Mae	First Year	Marathon
Hampton, Mildred	First Year	Pearl
Hancock, Bertha Mae	Freshman	Alpine
Harmon, Jonnie	Second Year	Alpine
Harrison, Alice	Special	Alpine
Haynes, John Wendell	Second Year	Holtland, Tenn.
Helm, Elizabeth	Sophomore	Tulia
Holton, Gussie	First Year	Jonesboro
Holton, Johnnie	Freshman	Jonesboro
Holton, Laura	Second Year	Jonesboro
Hord, Alonzo	First Year	Alpine

LONG TERM, 1921-22

NAME	CLASS	TOWN.
Iserman, Clarissa	First Year	El Paso
Johnson, Vida Mae	First Year	Alpine
Koehl, Marguerite	Freshman	Alpine
Landry, Anthony Dennis	Sophomore	Lafayette, La.
Lawler, Virginia	Freshman	La Mesa
Lease, Mamie	Second Year	Alpine
Lease, Tom	Second Year	Alpine
Livingston, George	Freshman	Alpine
Manning, Mordie	First Year	Pearl
Mellard, Rudolph W.	Freshman	Marfa
Micou, Janie	Second Year	Alpine
Middlebrook, Mrs. J. R.	Special	Alpine
Mitchell, Joe C.	Freshman	Marfa
Montgomery, Louisa	Sophomore	Centreville, Miss.
Murray, Leo Taylor	Second Year	Alpine
Murray, Mrs. Zoe Ellen	Second Year	Alpine
McMains, Valley Ilene	Sophomore	Del Rio
McMains, Vivienne Gene	Sophomore	Del Rio
McKay, Welborn	Freshman	Royston
McSpadden, Della	Freshman	Alpine
Nabors, Fannie	Second Year	Mound
Nevill, Mildred K.	First Year	Alpine
Newton, Besse	Special	Alpine
Nolen, Lorena	Second Year	Grandfalls
Nolen, Nina Mae	Second Year	Grandfalls
Patterson, Margaret	Second Year	Mt. Vernon
Parsell, Margaret	Freshman	Alpine
Perry, Annie Jo	Second Year	Roscoe
Pilgreen, Jessie	First Year	Uvalde
Pouncey, Merrill	Second Year	Alpine
Reid, Warner	Freshman	Tulia
Reynolds, James T.	Freshman	Navasota
Robertson, U. V.	Second Year	Alpine
Sharp, Claud L.	Second Year	Alpine
Sharp, Ruby	Second Year	Chico
Simpson, Charles	First Year	Woodbine
Simpson, Mabel Phillippi	Freshman	Marfa
Slover, Melvin Pharis	Sophomore	Alpine
Smith, Ruth	Second Year	Alpine
Smith, Guy	Second Year	Alpine
Smith, Victor James	Special	Alpine
Smither, Georgia	Special	Alpine
Spence, Mrs. Nannie Lee	First Year	Alpine
Stewart, Charles D.	Freshman	Hutton
Stone, Grace	Second Year	Alpine
Stone, Leonard R.	Freshman	Alpine
Strauss, Viva	Second Year	Ganado
Taff, May Belle	First Year	Marfa
Thomson, Mildred Alma	Sophomore	Ft. Stockton
Totter, Arnold Louis	First Year	Saragosa
Totter, Florence Mabel	Second Year	Saragosa
Wade, Willie	Special	Alpine
Weakley, Ward	Freshman	Marathon
Weatherby, Dorothy	Freshman	Fort Davis
Webb, Miriam	Second Year	Alpine
Weyerts, Eda	Sophomore	Alpine
Weyerts, Johnnie	Second Year	Alpine
Westerfield, Everett C.	First Year	Alpine

LONG TERM, 1921-22

NAME	CLASS	TOWN.
White, Mrs. Lula Cotter	Sophomore	Alpine
White, Frances B.	Freshman	Grand Falls
White, Alfred	Freshman	Grand Falls
Willhoite, Bernie	First Year	Alpine
Willhoite, Ernie	First Year	Alpine
Willis, Carrie B.	Freshman	Tarpley
Wilson, Mrs. Anja	Special	Alpine
Yates, Altha	Second Year	Alpine
Yates, Byron H.	Sophomore	Alpine

Number of Men	34
Number of Women	91
Total	125
Total number in Training School	42
Total Enrollment	167

Number resident Alpine	60
Number nonresident Alpine	65
Total	125

Counties represented	33
States represented	4

SUMMARY OF STUDENTS, 1921-22

Total number in the Training School	42
Total number attending Summer Normal, 1921	85
Total number attending Summer School, 1921	134
Total number in the First Year Class	25
Total number in the Second Year Class	38
Total number in the Freshman College Class	37
Total number in the Sophomore College Class	17
Total number of Special Students (not classified)	8
Grand Total	386

Students in the Summer Session also counted in the Long Session	40
Total number of individual students	346

Total number in Summer Quarter, 1922	
Total number in Summer Normal, 1922	
Grand Total, Summer of 1922	

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TEXAS STATE NORMAL COLLEGES

SUL ROSS STATE NORMAL COLLEGE
Alpine, Texas
R. L. MARQUIS, *President* ANNA D. LINN, *Registrar*

SAM HOUSTON NORMAL INSTITUTE
Huntsville, Texas
H. F. ESTILL, *President* BENNETTE WALLIN, *Registrar*

NORTH TEXAS STATE NORMAL COLLEGE
Denton, Texas
W. H. BRUCE, *President* P. E. MCDONALD, *Registrar*

SOUTHWEST TEXAS STATE NORMAL COLLEGE
San Marcos, Texas
C. E. EVANS, *President* C. E. FERGUSON, *Registrar*

WEST TEXAS STATE NORMAL COLLEGE
Canyon, Texas
J. A. HILL, *President* JOHN S. HUMPHREY, *Registrar*

EAST TEXAS STATE NORMAL COLLEGE
Commerce, Texas
R. B. BINNION, *President* FRANCES SELBY, *Registrar*